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WHY CAPABLE HIGH SCHOOL STUDENTS DO NOT CONTINUE THEIR SCHOOLING.

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STUDENTS, PARENTS, AND HIGH SCHOOL OFFICIALS WERE INTERVIEWED IN AN EFFORT TO DETERMINE THE REASONS WHY CERTAIN YOUTHS WHO RANKED IN THE UPPER 10 PERCENT OF THE 1965 GRADUATING CLASSES OF INDIANA HIGH SCHOOLS DID NOT CONTINUE THEIR EDUCATION. FOUR QUESTIONNAIRES WERE SENT TO SCHOOL PRINCIPALS, OFFICIALS, PARENTS, AND STUDENTS. AREAS COVERED WERE SEX, FAMILY INCOME, ENVIRONMENT, AND INTEREST IN HIGHER EDUCATION. THE CONCLUSIONS DRAWN FROM THE ANALYSIS OF THE DATA RECEIVED INCLUDED FINANCIAL BURDEN, DISTANT COLLEGE LOCATIONS, AND PARENTAL DISINTEREST AS PRIMARY REASONS FOR FAILURE TO CONTINUE SCHOOLING. RECOMMENDATIONS FOR MORE GUIDANCE AND COUNSELING AT THE HIGH SCHOOL LEVEL, BETTER INFORMATION ABOUT AVAILABILITY OF SCHOLARSHIPS AND OTHER FINANCIAL ASSISTANCE, AND MORE CONFERENCES WITH PARENTS, SCHOOL OFFICIALS, AND STUDENTS TO ENCOURAGE HIGHER EDUCATION WERE SUGGESTED. (GC)

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Why Capable High School Students Do Not Continue Their Schooling

By

WENDELL W. WRIGHT
and
CHRISTIAN W. JUNG

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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BULLETIN OF THE SCHOOL OF EDUCATION
INDIANA UNIVERSITY

WHY CAPABLE HIGH SCHOOL STUDENTS DO NOT CONTINUE THEIR SCHOOLING

by

Wendell W. Wright
and
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W.W.W.
C.W.J.

CHAPTER I

INTRODUCTION

The fact that capable youths do not continue their education beyond the high school has been cause for many conjectural opinions as to the reasons and has resulted in several studies over the past few years. Numerous estimates have been made of the percentage of capable youths who have not found their way into colleges or universities following graduation from high school, and accompanying such estimates is a multitude of reasons for their not continuing school, with finances usually heading the list.

In today's world, with a highly accelerated demand for well-trained manpower, this increasing interest in capable youths who do not continue their education beyond the high school is certainly justified. The loss of human resources as represented by those youths who have fine academic records in high school but do not continue schooling presents a situation that is, in some respects, intolerable. One has only to scan the current issues of newspapers and magazines to feel anew the seemingly imperative demand for highly trained persons in almost every field of endeavor. Although the current interest appears to be most concerned with the need in the area of science, the more thoughtful students of the situation are well aware of the increasing need for trained manpower in all fields. If the increasing demand for highly trained persons is to be met, it seems only reasonable that careful consideration should be given to the youths who have demonstrated their academic potential while in high school and have not continued with their education.

The rewards for the widespread concern during the past years about the problem of young people dropping out of the secondary school before completion of the twelfth grade have been great, for today an increasing percentage of youths are graduating from high school. The new drop-out problem concerns the capable youths who complete the twelfth year and then fail to continue into more advanced schooling, for the capable high school graduates today represent the potential for tomorrow's highly trained persons.

It is believed that the first step in solving the increased demand for highly trained human resources is to ascertain the reasons for their not continuing their education. If these reasons can be clarified, it is possible that they can form a basis for reasonable and effective plans to encourage the youths to continue beyond the high school. Any reasonable means that would assist in encouraging a higher percentage of students to continue in school would be of direct benefit in meeting the demand for highly trained manpower. It is with this purpose in mind that this study was made.

The problem. The problem focuses on the question as to why the capable high school student does not continue his schooling. Within the framework of the study the following questions are pertinent.

1. What percentage of capable youths fail to continue education beyond the high school?

2. What are the causes for the failure of youths to continue education?

3. Can these causes be modified?

4. What measures would help?

5. What is the high school guidance program doing, and how effective does it seem to be in directing youths toward college.

6. What have the colleges done in regard to the problem?

The sample. The study includes only the Indiana high school graduating classes of the spring of 1955. There is no reason to believe that students in the 1955 classes differ significantly from those in other recent years. The number and spread of the high schools in Indiana--rural and urban, large and small--also make it reasonable to assume that results found in this study would have general meaning and application in other areas as well as in Indiana.

The study was confined to the upper 10 per cent of students (rank in graduating class); these youths were termed "capable youths" for this study. There was general agreement that rank in class is probably the best single indicator of prospective success in schooling beyond the high school. In practice, most colleges and universities (where rank in class is used in connection with admission) admit at least the upper 10 per cent of high school graduates. While other students besides those in the upper 10 per cent of the high school graduates may also constitute good college material, the study has been confined to this group because these students would generally be considered good prospects for further education; also, it is believed that this group would represent a highly desirable reserve of human resourses to be developed by additional education.

One other major assumption made is that the real cause of an individual's failure to continue his education beyond the high school can be determined by carefully interviewing the individual himself, his parent, and the high school official in the school from which the youth has been graduated. It is recognized that in some cases attempts will be made to cover up the real cause, and that in some cases the person may be unaware of the real cause. In obtaining the data every effort was made to allow sufficient time and latitude of discussion to encourage a clarification on any apparent discrepancies. Inquiries were made in such a way during the interviews that items of major importance could be approached from several angles. Certain items were carried into the interviews with all three of the persons involved in a single case in an attempt to determine the consistency of opinion that prevailed relative to the cause given. The apparent willingness to participate in the interviews and the consistency found among the responses of students, parents, and school officials alleviated somewhat the concern of the writers relative to this point.

The procedure. In order to make an individual study of each case through interviews with the student, his parent, and the appropriate school official, it was necessary to obtain the cooperation of the high school in supplying the names and other essential information regarding the students ranking in the upper 10 per cent of the 1955 graduating classes, in supplying in more detail the data regarding the students on the original list who did not continue education beyond the high school, and in assisting the interviewer in arranging for conferences with parents and students.

The form used for obtaining the list of students in the upper 10 per cent group is shown in Appendix A. This form was arrived at after much development and tryout with high schools other than those used in the study. Some indication of the interest of the high school officials in the study was shown in the early response to the request for this information. The final tabulation after follow-up letters had been sent included a total of 34,343 graduates for 1955, which is approximately 85 to 90 per cent of the total number of Indiana high school graduates in 1955 as estimated by the State Department of Public Instruction.

The number of students ranking in the upper 10 per cent of the several classes was 3,479, of whom 2,343 were girls and 1,136 were boys. The data shown in Table 1 are descriptive of the total group.

TABLE 1. NUMBER OF 1955 HIGH SCHOOL GRADUATES IN INDIANA AND NUMBER INCLUDED IN THIS STUDY

Sex	Total high school graduates	Upper 10 per cent of high school graduates		
		Number continuing beyond high school	Number not continuing beyond high school	Total
Male	17,180	968	168	1,136
Female	17,163	1,500	843	2,343
Total	34,343	2,468	1,011	3,479

It is of interest to note that, although the number of boys graduating from high school in 1955 was approximately the same as the number of girls, the girls outnumbered the boys 2 to 1 in the upper 10 per cent group.[1] However, 85 per cent of the boys of the group continued education beyond the high school, while only 64 per cent of the girls continued. In all, 71 per cent of the 1955 high school graduates ranking in the upper 10 per cent of the graduating classes continued schooling beyond the high school.[2] This is a higher percentage of the most capable youths continuing their education beyond the high school than is generally reported in current discussion. It is often said that not even half of the most capable students continue their education, but, if the upper 10 per cent of the high school graduates are considered "the most capable," then 7 in 10 do continue. Of the 2,468 youths continuing their schooling, 2,261, or approximately 92 per cent, did so in a regular college or university; while 125, or approximately five per cent, attended schools of nursing, and 84, or slightly over three per cent, enrolled in other types of schools.

The 1,011 youths in the upper 10 per cent who did not continue their education beyond the high school constituted the group under study (Table 2).

TABLE 2. WHEREABOUTS OF 1955 HIGH SCHOOL GRADUATES IN INDIANA WHO RANKED IN THE UPPER 10 PER CENT OF THEIR CLASSES BUT DID NOT CONTINUE EDUCATION BEYOND HIGH SCHOOL, AS REPORTED BY SCHOOL OFFICIALS IN DECEMBER, 1955

Status	Boys	Girls	Total
Employed full time	124	625	749
Married and engaged in homemaking	0	178	178
Unemployed	2	14	16
In military service	31	4	35
Unknown	9	22	31
Deceased	2	0	2
Total	168	843	1,011

---

[1] A sample of the 1956 graduating classes (30,061 graduates in the sample) confirmed the 2-to-1 ratio of girls to boys ranking in the upper 10 per cent. A further sample, using three years for study, also confirmed this ratio.

[2] This percentage changes by the beginning of the second school year (1956). See footnote 3, page 5.

Of these 1,011 youths, 749, or approximately 75 per cent, were employed full time. Approximately 21 per cent (178) of the 843 girls were married, with homemaking as their major concern, 18 per cent of the boys were in military service; and the whereabouts of 31 students were unknown to the school officials.

The second step in the study was to contact the school officials again, at which time they were asked to complete a blank calling for essential data regarding each of the 1,011 students included in the study. This additional information was obtained to assist the interviewer who would call at the school in arranging for conferences with the parents and youths.

A letter indicating the dates when the interviewer would be in the school community was sent to each principal. Only one school official refused to cooperate when the interviewer arrived at the school, and this refusal was apparently for a personal rather than a professional reason.

The questions used by the interviewer in securing the data from youths, parents, and school officials related directly to the possible reasons why the youths did not continue their education beyond the high school. Some points were introduced in all three interviews, some were introduced in two, and some in only one. Each interviewee was given an opportunity to express himself freely and generally as to what he thought the reason to be, but at the same time queries related to specific reasons were made. (See Appendix C, D, and E for interview guide sheets.)

Data of a more general nature, but relative to the problem, were secured by means of the brief questionnaire, which was to be completed by the school officials before the interviewer arrived at the schools. (See Appendix B.)

Interviews were recorded on coded blanks designed for the purpose, and, while each interviewee was aware that others were being interviewed regarding the same youth, they did not know the nature of the discussion.

When the tabulations had been completed following the interviewer's actual visit to the communities, the number of cases had decreased from 1,011 to 875, the number upon whom the study was actually based. The decrease of 136 included 103 who were found to be continuing in college by the fall of 1956,[3] and 33 who were deceased or whose whereabouts were unknown.

The total of 875 was made up of 118 boys (13.5 per cent of the total) and 757 girls (86.5 per cent). For each of these cases an interview was completed with the school official; for 731 cases a parental interview was completed; and for 570 cases an interview with the student was completed. The failure to complete parent and student interviews for the total number of cases was due to the fact that many parents and students had moved from the community, and in some cases neither the school nor the interviewer could locate them. The failure to locate the boys was also complicated by the fact that some were in military service.

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[3] Of these, 67 were girls and 36 were boys, thus the total number who continued in school included 1,567 girls and 1,004 boys, a total of 2,571, or 73 per cent of 3,479 instead of 71 per cent reported during the fall of 1955.

In the cases of forced marriage (limited largely, but not entirely, to girls), only the school officials were interviewed. There was general agreement that to interview either the parents or the youths would add little to the study, and the school officials believed that to do so would cause some embarrassment to both parties as well as to the school.

CHAPTER II

DATA RELATIVE TO THE STUDENTS INCLUDED IN THE STUDY

Certain data relative to the group being studied, while not considered as major reasons why the youths did not continue in school, do have real meaning when the problem as a whole is studied, and will assist in describing the group. Among these data is information regarding the size of the school involved, the age of the students, the family of the students, the community's attitude toward college attendance, the attitude of the students toward employment, the students' participation in the extracurricular program of the school, and the students' interest in the academic phase of the high school.

School enrollment. According to Table 3, the youths were distributed reasonably equitably in schools (grades 9-12) falling in the five school enrollment classifications (0-99, 100-199, 200-499, 500-999, and 1,000 or more). The number of boys varied from 21 (17.8 per cent) in the 100-199 classification to 27 (22.9 per cent) in the 500-999 category, while the number of girls ranged from 95 (12.5 per cent) in the 0-99 category to 203 (26.8 per cent) in the largest classification. For the total group the range was from 121 (13.8 per cent) in the smallest enrollment classification to 225 (25.7 per cent) in the largest.

TABLE 3. NUMBER AND PER CENT OF SUBJECTS, ACCORDING TO THE ENROLLMENT OF THE HIGH SCHOOL THEY ATTENDED

Enrollment of school	Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent
0- 99	26	22.0	95	12.5	121	13.8
100-199	21	17.8	139	18.4	160	18.3
200-499	22	18.6	181	23.9	203	23.2
500-999	27	22.9	139	18.4	166	19.0
1,000 and over	22	18.6	203	26.8	225	25.7

While all the data were classified by enrollment, size of school seemed to make very little difference in the case of most of the factors studied. For this reason enrollment is shown only in tables in which it seemed to be closely associated with the responses. In relatively few of the many factors studied did it make a noticeable difference in the responses.

Age of subjects. As would be expected, the great majority (95 per cent) of the youths were either 17 or 18 years of age at the time of graduation, the usual age of graduation from a 12-year school with an entering age of approximately six years (Table 4). The girls were somewhat younger than the boys, as 42.9 per cent of them were 17 or younger compared with 32.2 per cent of the boys. Nine girls (1.2 per cent) and no boys were 16 years of age, while 1.5 per cent of the girls and 8.4 per cent of the boys were 19 years of age or older.

TABLE 4. AGE OF STUDENTS AT THE TIME OF GRADUATION, AS REPORTED BY THE SCHOOL OFFICIALS

Age	Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent
16			9	1.2	9	1.0
17	38	32.2	316	41.7	354	40.5
18	69	58.5	408	53.9	477	54.5
19	9	7.6	8	1.1	17	1.9
20	1	.8	3	.4	4	.5
No information	1	.8	13	1.7	14	1.6

The family. The grade level completed by the parents of the youths being studied is indicated in Table 5. In only three cases (3.1 per cent) had the fathers of the boys completed a grade level above the twelfth year; one of these had completed the thirteenth year, while two had completed the fourteenth. Forty-four and three-tenths per cent of them had completed the twelfth year, while 37.1 per cent had completed only the eighth year or less. On the other hand, slightly over 1 in 10 of the girls' fathers had completed grade 13 or above, and in 2.8 per cent of the cases they had completed the sixteenth year or above.

Approximately one third of all the fathers (37.2 per cent) had completed the twelfth grade, and another third (32.3 per cent) had not gone beyond the eighth grade. Among the remaining fathers, the largest proportion had completed only the tenth year.

The mothers of these youths tended to complete the twelfth year in a slightly higher percentage of cases than did the fathers. Forty-four and two-tenths per cent of the mothers had completed the twelfth year and 26.0 per cent had not gone beyond the eighth year. In seven, or 7.2 per cent,

TABLE 5. HIGHEST GRADE LEVEL COMPLETED BY THE PARENTS OF THE STUDENTS, AS REPORTED BY THE PARENTS

Highest grade completed	Fathers						Mothers					
	Boys (97)		Girls (634)		Total (731)		Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
8	36	37.1	200	31.5	236	32.3	26	26.8	164	25.9	190	26.0
9	4	4.1	22	3.5	26	3.6	4	4.1	23	3.6	27	3.7
10	7	7.2	73	11.5	80	10.9	8	8.2	65	10.3	73	10.0
11	1	1.0	39	6.2	40	5.5	6	6.2	53	8.4	59	8.1
12	43	44.3	229	36.1	272	37.2	43	44.3	280	44.2	323	44.2
13	1	1.0	27	4.3	28	3.8	2	2.1	14	2.2	16	2.2
14	2	2.1	17	2.7	19	2.6	1	1.0	11	1.7	12	1.6
15			5	.8	5	.7	1	1.0	8	1.3	9	1.2
16			18	2.8	18	2.5	3	3.1	11	1.7	14	1.9
No information	3	3.1	4	.6	7	1.0	3	3.1	5	.8	8	1.1

of the cases the mothers of the boys had completed at least the thirteenth year, and in 44, or 6.9 per cent, of the cases the girls' mothers had completed this number of years of schooling. It is of interest to note that in only 8.3 per cent of the cases had either parent completed a grade level above the twelfth year, and in only 2.2 per cent of the cases had either parent completed the sixteenth year or above.

In three out of four cases only one parent was employed in the family (Table 6). This, of course, included the homes in which there was only one parent residing. In approximately 14 per cent of the cases both parents were employed, and in nearly 10 per cent of the cases neither parent was employed. Included among the cases where neither parent was employed were the situations in which neither parent was residing in the home of the youth involved.

TABLE 6. EMPLOYMENT STATUS AND ESTIMATED INCOME OF THE PARENTS OF THE STUDENTS, AS REPORTED BY THE SCHOOL OFFICIALS

Status and income	Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent
EMPLOYMENT STATUS						
Both parents employed	9	7.6	113	15.0	122	13.9
One parent employed	95	80.5	567	74.9	662	75.7
Neither parent employed	13	11.0	71	9.4	84	9.6
No information	1	.8	6	.8	7	.8
ESTIMATED INCOME						
Under $2,000	7	5.9	23	3.0	30	3.4
$2,001-$3,500	13	11.0	80	10.6	93	10.6
$3,501-$5,000	34	28.8	205	27.1	239	27.3
$5,001 and over	26	22.0	252	33.3	278	31.8
No information	38	32.2	197	26.0	235	26.9

In studying the yearly income of the parents of 640 of the cases, the school officials estimated that 43.4 per cent of these youths came from homes in which the yearly income was above $5,000. Another 37.3 per cent fell within the $3,501 to $5,000 group, and 19.2 per cent had an estimated yearly income of $3,500 or less.

In Tables 7 and 8 are shown the size of the families and the place of the youths studied among the children in their families. Ten and four-tenths per cent of these youths were only children, and 56.7 per cent were in families with three children or less. Two and seven-tenths per cent of the cases were in families of 10 or more children, with the largest family reported having 19 children.

TABLE 7. NUMBER AND PER CENT OF CHILDREN IN THE FAMILIES OF THE STUDENTS, AS REPORTED BY THE PARENTS

Number of children in family	Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent
1	10	10.3	66	10.4	76	10.4
2	17	17.5	142	22.4	159	21.8
3	18	18.6	161	25.4	179	24.5
4	20	20.6	107	16.9	127	17.4
5	9	9.3	69	10.9	78	10.7
6	5	5.2	25	3.9	30	4.1
7	5	5.2	20	3.2	25	3.4
8	6	6.2	21	3.3	27	3.7
9	3	3.1	7	1.1	10	1.4
10 or more	4	4.1	16	2.5	20	2.7

TABLE 8. AGE RELATIONSHIP OF THE STUDENTS TO THE OTHER CHILDREN IN THEIR FAMILIES, AS REPORTED BY THE PARENTS

Place in family	Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent
First child	39	40.2	295	46.5	334	45.7
Second child	29	29.9	167	26.3	196	26.8
Third child	11	11.3	78	12.3	89	12.2
Fourth child	8	8.2	33	5.2	41	5.6
Fifth child	2	2.1	24	3.8	26	3.6
Sixth child	5	5.2	14	2.2	19	2.6
Seventh child	1	1.0	9	1.4	10	1.4
Eighth child	1	1.0	7	1.1	8	1.1
Ninth child	1	1.0	3	.5	4	.5
Tenth child or later			4	.6	4	.5 .5

In more than 45 per cent of the cases the students being studied were the eldest in the family, and again the range was decreasingly spread from "first" to "tenth or later" (Table 8). Four youths, or 0.5 per cent, ranked tenth or beyond among the children.

In slightly less than 20 per cent of the cases a sibling had gone to college (Table 9), though he had not necessarily completed college, and in more than half the cases a close relative had graduated from college. Because of the way in which this latter information was gained it is possible that a sibling reported might also have been reported as a close relative who was a college graduate.

TABLE 9. NUMBER AND PER CENT OF STUDENTS WHO HAD SIBLINGS WHO HAD ATTENDED COLLEGE OR WHO HAD CLOSE RELATIVES WHO WERE COLLEGE GRADUATES, AS REPORTED BY THE PARENTS

Relatives	Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent
HAD SIBLINGS WHO HAD ATTENDED COLLEGE						
Yes	19	19.6	123	19.4	142	19.4
No	45	46.4	257	40.5	302	41.3
No information or question does not apply	33	34.0	254	40.0	287	39.3
HAD CLOSE RELATIVES WHO WERE COLLEGE GRADUATES						
Yes	54	55.7	325	51.3	379	51.8
No	43	44.3	302	47.6	345	47.2
No information			7	1.1	7	1.0

The last general item of information sought that pertained to the family was the number of community activities in which the parents took part. This information is given in Table 10.

TABLE 10. NUMBER AND PER CENT OF COMMUNITY ORGANIZATIONS TO WHICH PARENTS BELONGED, AS REPORTED BY THE STUDENTS

Number of community organizations	Boys (59)		Girls (511)		Total (570)	
	Number	Per cent	Number	Per cent	Number	Per cent
None	37	62.7	328	64.2	365	64.0
1	11	18.6	100	19.6	111	19.5
2	9	15.3	59	11.5	68	11.9
3	2	3.4	18	3.5	20	3.5
4			3	.6	3	.5
No information			3	.6	3	.5

Sixty-four per cent of the students reported that their parents were active in no community organizations. About 20 per cent said they were active in one organization, and a decreasing percentage indicated they were active in two, three, or four organizations. Since the church was frequently not considered by the youths to be a community organization, it is safest to state that, outside of the church as an organization, approximately one third of the parents were active in one or more community organizations and two thirds were active in none insofar as the youths knew.

Community attitude toward college. Community attitudes no doubt play a part in determining acceptable practice regarding many things. A favorable attitude toward college would possibly tend to encourage youths and parents to consider such, and would probably be reflected in the program of the local high school. In about 7 in 10 of the school communities in which the youths lived, the school officials reported that the attitude toward further schooling was good or that going to college was a desirable pattern in the community (Table 11). It is interesting to note that a favorable attitude toward college attendance was greatest in the schools of 500-999 enrollment and least in schools of 0-99 enrollment. Only for cases of boys in the schools of 0-99 enrollment were there more communities reported as not favorable than as favorable. A higher percentage of boys than of girls were enrolled in schools where the attitude of the community was reported as not favorable.

TABLE 11. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO THE ATTITUDE OF THE SCHOOL COMMUNITIES TOWARD GOING TO COLLEGE, AS REPORTED BY THE SCHOOL OFFICIALS

Enrollment	Favorable		Not favorable		No information		Total
	Number	Per cent	Number	Per cent	Number	Per cent	
BOYS							
0- 99	10	38.5	15	57.7	1	3.8	26
100-199	11	52.4	10	47.6			21
200-499	17	77.3	5	22.7			22
500-999	25	92.6	2	7.4			27
1,000 and over	12	54.5	10	45.5			22
Total	75	63.6	42	35.6	1	.8	118
GIRLS							
0- 99	56	58.9	37	38.9	2	2.1	95
100-199	83	59.7	52	37.4	4	2.9	139
200-499	137	75.7	43	23.8	1	.6	181
500-999	124	89.2	13	9.4	2	1.4	139
1,000 and over	141	69.5	62	30.5			203
Total	541	71.5	207	27.3	9	1.2	757
Grand total	616	70.4	249	28.5	10	1.1	875

Attitude toward present employment. The largest number of youths not continuing their education were engaged in full-time employment. Their weekly incomes are reported in Table 12.

The 436 students for whom this item applied and about whom information was obtained reported that 3.0 per cent earned $34 or less weekly; 31.0 per cent earned $35 to $49 weekly; 56.2 per cent earned $50 to $74 weekly; and 9.9 per cent earned $75 or more weekly.

The school officials lacked information on 267 of these youths and believed that this item did not apply to 281 others. For the remaining 327 it was estimated that 1.8 per cent earned $34 or less weekly; 31.8 per cent earned $35 to $49 weekly; 58.4 per cent earned $50 to $74 weekly; and 8.0 per cent earned $75 or more weekly. As can be seen, the students and the school officials agreed closely in their estimates of student income. Boys, as would be expected, commanded the higher wages.

TABLE 12. NUMBER AND PER CENT OF STUDENTS WHO WERE WORKING AND WHOSE INCOME COULD BE DETERMINED, ACCORDING TO THEIR WEEKLY INCOME, AS REPORTED BY THE STUDENTS AND THE SCHOOL OFFICIALS

Weekly income	As reported by the students						As reported by the school officials					
	Boys (59)		Girls (511)		Total (570)		Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
$ 0-34	5	8.5	13	2.5	13	2.3	2	1.7	4	.5	6	.7
35-49	30	50.8	130	25.4	135	23.7	6	5.1	98	12.9	104	11.9
50-74	19	32.2	215	42.1	245	43.0	19	16.1	172	22.7	191	21.8
75	2	3.4	24	4.7	43	7.5	13	11.0	13	1.7	26	3.0
Does not apply	3	5.1	123	24.1	125	21.9	34	28.8	247	32.6	281	32.1
No information			6	1.2	9	1.6	44	37.3	223	29.5	267	30.5

TABLE 13. NUMBER AND PER CENT OF STUDENTS WHO LIKED OR DID NOT LIKE THEIR PRESENT EMPLOYMENT, AS REPORTED BY THE STUDENTS AND THEIR PARENTS

Responses	As reported by the students						As reported by the parents					
	Boys (59)		Girls (511)		Total (570)		Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	53	89.8	385	75.3	438	76.8	58	59.8	432	68.1	490	67.0
No	6	10.2	20	3.9	26	4.6	12	12.4	25	3.9	37	5.1
No information or does not apply			106	20.7	106	18.6	27	27.9	177	27.9	204	27.9

Of the youths who were presently employed, approximately 95 per cent indicated they liked their current employment. The parents confirmed the students' report, indicating that over 90 per cent of the students who were working both liked their present employment and intended to continue in this type of work. However, in both liking the work and intention to continue in it, as reported by parents as well as students, the percentage of girls exceeded that of boys. (Tables 13 and 14).

TABLE 14. NUMBER AND PER CENT OF STUDENTS PLANNING TO CONTINUE OR NOT TO CONTINUE IN THE PRESENT KIND OF WORK, AS REPORTED BY THE PARENTS

Responses	Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent
Yes	54	55.7	428	67.5	482	65.9
No	13	13.4	27	4.3	40	5.5
Does not apply	25	25.8	169	26.7	194	26.5
No information	5	5.2	10	1.6	15	2.1

Participation in extracurricular activities. The number of activities in which the youths took part extensively, as reported by the school officials, is indicated in Table 15. "Extensively" is used here to mean having taken an active part in an activity or having done something more than simply hold membership.

Fifteen and one-tenth per cent of the group had not participated in any activity extensively, and another 14.5 per cent had taken part in only one activity. More than twice as large a percentage of boys as of girls were in one activity, but a higher percentage of boys than of girls, also, took part in no activity. Two activities was the mode for the entire group, whereas one activity for boys and three for girls were modal.

Forty-seven and five-tenths per cent of the boys and 26.8 per cent of the girls participated extensively in one or no activities. It is of interest to note that a few youths (one boy and 19 girls) were reported as being active in seven or more activities. It is apparent that the majority of the youths, especially boys, of this group did not participate extensively in many of the extra-class activities of the school.

TABLE 15. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO THE NUMBER OF SCHOOL ACTIVITIES IN WHICH STUDENTS PARTICIPATED EXTENSIVELY, AS REPORTED BY THE SCHOOL OFFICIALS

Activities	Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent
None	25	21.2	107	14.1	132	15.1
1	31	26.3	96	12.7	127	14.5
2	27	22.9	154	20.3	181	20.7
3	16	13.6	158	20.9	174	19.9
4	13	11.0	124	16.4	137	15.7
5	4	3.4	64	8.5	68	7.8
6	1	.8	35	4.6	36	4.1
7 or more	1	.8	19	2.5	20	2.3

Interest in academic work. Interest in the academic phase of the high school's program would seem to be an indication of the likelihood that the youths would continue their education. When they were requested to describe their attitude toward the academic phase of school on a four-point scale (enthusiastic, interested, mildly interested, and somewhat indifferent), slightly over one third (37.0 per cent) reported that "enthusiastic" was the best description of their attitude (Table 16). A greater percentage of girls (38.0 per cent) than of boys (28.8 per cent) described their feeling as enthusiastic. Slightly over half of both boys and girls indicated they were interested, while 17 per cent of the boys and only 5.3 per cent of the girls indicated they were only mildly interested or were somewhat indifferent. The percentage of boys in the interested group was about equal to that of girls, but a higher percentage of girls were enthusiastic about school work, while a higher percentage of boys were only mildly interested.

A higher percentage of school officials than of students were of the opinion that the youths were enthusiastic about the academic part of their high school program. It was their opinion that in approximately half the cases the youths' feelings could best be described as enthusiastic, with 40.6 per cent being best described as interested; 6.3 per cent as mildly interested; and less than one per cent as somewhat indifferent.

Generally, however, the school officials were in agreement with the youths in comparing boys with girls. A higher percentage of girls were reported as enthusiastic (52.3 per cent as compared to 33.9 per cent) and a lower percentage were mildly interested or somewhat indifferent (5.8 per cent as compared to 14.4 per cent).

TABLE 16. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO THEIR ATTITUDES TOWARD THE ACADEMIC PHASES OF THE HIGH SCHOOL EXPERIENCE, AS REPORTED BY THE STUDENTS AND THE SCHOOL OFFICIALS

Attitudes	As reported by the students						As reported by the school officials					
	Boys (59)		Girls (511)		Total (570)		Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Enthusiastic	17	28.8	194	38.0	211	37.0	40	33.9	396	52.3	436	49.8
Interested	32	54.2	289	56.6	321	56.3	56	47.5	299	39.5	355	40.6
Mildly interested	9	15.3	24	4.7	33	5.8	14	11.9	41	5.4	55	6.3
Somewhat indifferent	1	1.7	3	.6	4	.7	3	2.5	3	.4	6	.7
No information			1	.1	1	.1	5	4.2	18	2.4	23	2.6

TABLE 17. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO THEIR INTEREST IN SCHOOL WORK, AS REPORTED BY THE PARENTS

Responses	Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent
Interested	93	95.9	627	98.9	720	98.5
Not interested	3	3.1	7	1.1	10	1.4
No information	1	1.0			1	.1

Of the parents, 98.5 per cent reported that they felt the youths were interested in their school work (Table 17). Even here, however, more girls than boys were reported as interested (3.1 per cent as compared to 1.1 per cent).

CHAPTER III

FACTORS AFFECTING THE DECISION OF STUDENTS CONCERNING ATTENDING COLLEGE

Factors Reported by Students, Parents, and School Officials

For purposes of clarity the findings are grouped under the general headings of guidance, finances, marriage, parental attitude, intentions of youth, friends, health, and distance from college. Although each item is reported as a separate entity, it is recognized that in most cases the real causes for the failure of youths to continue their education probably encompass several reasons in varying degrees.

Guidance as a factor. Few students of secondary education would deny that one of the important objectives of the high school is the responsibility of the school to provide ample opportunities for youths to look carefully at their own future. Among other things would fall the need for these students, especially the more academically capable ones, to examine carefully their own potential and the possibilities for continuing their education. In an effort to determine what effect such guidance activities had on the group being studied, several aspects of the guidance program of the high schools were examined.

The school officials reported that in approximately 9 of 10 schools in which the students were enrolled there were college orientation programs of some kind (Table 18). As might be expected, fewer orientation programs were reported in schools with enrollments from 0 to 99 than in schools of the other enrollment classifications. However, even in the smallest schools over 75 per cent had some kind of an orientation program.

Although no effort was made to determine the extent of these orientation programs, the experience that both the writers and the interviewers have had with the secondary schools in Indiana leaves no room for doubt that college orientation programs ranged from very meager to carefully devised programs in which youths were guided by mature counselors in giving serious thought to such matters.

A salient feature of a guidance program, aimed to assist in exploration and preparation for further training while still in high school, pertains to the grade level at which information relative to further educational opportunity is introduced into the program. Since in most cases it would be exceedingly desirable that the high school program of studies be in some way related to possible future education, one would expect that further educational opportunities would be introduced quite early in the high school experience.

TABLE 18. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO WHETHER THERE WAS A COLLEGE ORIENTATION PROGRAM IN THEIR SCHOOL, AS REPORTED BY THE SCHOOL OFFICIALS

Enrollment	Had a college orientation program		Did not have a college orientation program		No information		Total number
	Number	Per cent	Number	Per cent	Number	Per cent	
BOYS							
0- 99	18	69.2	7	26.9	1	3.8	26
100-199	18	85.7	3	14.3			21
200-499	18	81.8	4	18.2			22
500-999	26	96.3			1	3.7	27
1,000 and over	16	72.7	1	4.5	5	22.7	22
Total	96	81.4	15	12.7	7	5.9	118
GIRLS							
0- 99	74	77.9	20	21.1	1	1.1	95
100-199	119	85.6	18	12.9	2	1.4	139
200-499	164	90.6	16	8.8	1	.6	181
500-999	130	93.5	3	2.2	6	4.3	139
1,000 and over	193	95.1			10	4.9	203
Total	680	89.8	57	7.5	20	2.6	757
Grand total	776	88.7	72	8.2	27	3.1	875

Upon examination of Table 19, however, it will be noted that nearly one third (28.4 per cent) of the students indicated that such information was introduced at the twelfth grade level. Another 5.8 per cent indicated it was introduced in the eleventh grade, while 12.5 per cent indicated it was discussed at the tenth grade level. One hundred eleven students, or 19.3 per cent, indicated that such matters were introduced in the ninth grade. In all these cases (377, or 66.0 per cent), the matter of further educational opportunities was discussed only at the grade level indicated, and 24.7 per cent indicated "others," which meant that the subject was introduced at more than one grade level.

It would seem that, in a properly devised high school guidance program, such matters would be of some concern throughout the four years, and yet only one fourth of the youths reported that the topic of further education was discussed in their schools at more than one grade level. It is not surprising that the larger size schools tended to provide more opportunity for such instruction in more than one grade level than did the smaller ones, since the larger schools are more likely to be adequately staffed for such service.

In 445 cases out of 570, or 78.1 per cent, the students reported that someone connected with the high school had talked to them about continuing their education (Table 20). However, more than one fifth of the students said that no one connected with the high school had discussed further education with them, and more than three fifths said that no college representative had talked to them. It seems that these students deserved and could have expected opportunities for such discussion within the framework of the school's guidance program. Of interest is the fact that more boys than girls said they had discussed the matter with someone in the high school, while more girls than boys had discussed the matter with a college representative. It is difficult to understand why a college representative reached so few of the students since many, if not most, colleges and universities have trained representatives working with the high schools throughout the state. In many schools only the youths who think of themselves as college-bound take the opportunity to talk with the college representatives, and consequently many of the students are automatically eliminated. Possibly a better practice would be to have the college representatives talk with all the more academically capable students and thereby assist in the encouragement of some youths to attend college or at least to give serious thought to continuing their education.

To approximately 9 in 10 boys and 8 in 10 girls, the school official had expressed the desirability of their continuing their education (Table 21). Since the school official may have been reluctant for some reason (such as health) to encourage a few of the group to continue their education, this percentage of youths who stated that the school officials did want them to go on with their education is high. Since more students reported in this table than in Table 20 that the school officials wanted them to go to college, it seems that the youths felt that the school officials had indicated in some ways other than in conferences the desirability of their

TABLE 19. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO THE GRADE LEVEL AT WHICH THEY REPORTED THAT THEY WERE INFORMED OF FURTHER EDUCATIONAL OPPORTUNITIES

Enrollment	9th grade		10th grade		11th grade		12th grade		Others		No information		Number of interviews completed
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number
BOYS													
0- 99	3	20.0	4	26.7	1	6.7	5	33.3	1	6.7	1	6.7	15
100-199	1	9.1	4	36.4			4	36.4	2	18.2			11
200-499	3	25.0	1	8.4	1	8.4	4	33.3	2	16.7	1	8.4	12
500-999	5	38.5			1	7.7	5	38.5	2	15.4			13
1,000 and over	4	50.0			1	12.5	1	12.5	2	25.0			8
Total	16	27.1	9	15.3	4	6.8	19	32.2	9	15.3	2	3.4	59
GIRLS													
0- 99	5	8.9	12	21.4	5	8.9	25	44.6	3	5.4	6	10.7	56
100-199	11	12.5	19	21.6	6	6.8	33	37.5	8	9.1	11	12.5	88
200-499	25	20.5	14	11.5	6	4.9	36	29.5	28	23.0	13	10.7	122
500-999	25	26.3	9	9.5	5	5.3	16	16.8	32	33.7	8	8.4	95
1,000 and over	29	19.3	8	5.3	7	4.7	33	22.0	61	40.7	12	8.0	150
Total	95	18.6	62	12.1	29	5.7	143	28.0	132	25.8	50	9.8	511
Grand total	111	19.3	71	12.5	33	5.8	162	28.4	141	24.7	52	9.1	570

TABLE 20. NUMBER AND PER CENT OF STUDENT RESPONSES AS TO WHETHER SOMEONE CONNECTED WITH THE HIGH SCHOOL OR SOME COLLEGE REPRESENTATIVE HAD TALKED TO THEM ABOUT CONTINUING THEIR EDUCATION

Response	Talked to by someone connected with the high school						Talked to by some college representative					
	Boys (59)		Girls (511)		Total (570)		Boys (59)		Girls (511)		Total (570)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	50	84.7	395	77.3	445	78.1	20	33.9	203	39.7	223	39.1
No	9	15.3	116	22.7	125	21.9	39	66.1	308	60.3	347	60.9

going ahead with training. This may have resulted from the general attitude toward going ahead with one's education which prevails in some schools, even though conferences with the individuals were not always held.

TABLE 21. NUMBER AND PER CENT OF STUDENT RESPONSES AS TO WHETHER THE SCHOOL OFFICIALS WANTED THEM TO GO AHEAD WITH THEIR EDUCATION

Responses	Boys (59)		Girls (511)		Total (570)	
	Number	Per cent	Number	Per cent	Number	Per cent
Yes	53	89.8	404	79.1	457	80.2
No	6	10.2	94	18.4	100	17.5
No information			13	2.5	13	2.3

According to Table 22, the parents of 580 youths out of 731 (79.3 per cent) indicated that they had not at any time discussed further training for their youngsters with the high school authorities. It would appear that this is the place where the services of the guidance program in the high school might well be expanded. While the advisability of sending a son or daughter to college or other advanced training is largely a family matter, as it involves a great expenditure of money, the problem of selecting a college, and so forth, it is a matter in which parents need and likely would appreciate the assistance of the school. This need for information is especially apparent when it is realized that the parents have had little real experience in the matter, since only eight per cent of the parents had completed more than the twelfth year of schooling. At times the interviewer, while in the field, was amazed at the lack of information on the part of parents regarding the academic achievement of their own children.

All this leads to the conclusion that the lines of communication between school and parent need to be strengthened, and that, while the responsibility of the parent is recognized, the school probably must assume responsibility for instigating the procedures or processes by which communication may be accomplished.

TABLE 22. NUMBER AND PER CENT OF PARENT RESPONSES AS TO WHETHER THEY HAD AT ANY TIME DISCUSSED FURTHER TRAINING FOR THEIR YOUNGSTERS WITH THE HIGH SCHOOL AUTHORITIES

Responses	Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent
Yes	19	19.6	129	20.3	148	20.2
No	78	80.4	502	79.2	580	79.3
No information			3	.5	3	.4

In less than half (45.1 per cent) of the cases the youths reported knowledge of scholarships that might have been available to them (Table 23). The remaining group reported no such knowledge, even though this was during a period when discussion of scholarships and the various aspects pertaining to a possible need for scholarships was high.

High schools in the state of Indiana receive information regarding scholarships from a variety of sources, some of which are generally available to persons ranking in the upper 10 per cent of the class, yet more than half the youths claimed no knowledge of them. Some of the youths may have forgotten about the information; however, each fall youths enter college who, by virtue of rank in class, are automatically eligible for certain scholarships yet do not know of their eligibility until informed by college officials. Certainly this is one place in which the guidance program can be improved.

In 7 of 10 cases (Table 23) the students questioned were not aware of any community organizations that might assist them to further their education, and in nearly 8 of 10 cases the parents knew of no such possible assistance within their community. In general, a higher percentage of both students and parents in the larger schools had such knowledge, but this may have been because in the larger communities there are a greater number of organizations that provide scholarships and other financial assistance. Most communities of any size have such assistance, but even in the largest schools (1,000 or more), which usually are located in larger communities, the percentage of students and/or parents with knowledge of such assistance leaves much to be desired.

Two thirds of the youths had no fear of being "able to get along" in the social aspects of campus life (Table 24). That 189 students, or 33.2 per cent, had some concern for their ability to adjust to the social aspects of college life was somewhat unexpected, especially so in the light of the many social activities within and among high schools today.

TABLE 23. NUMBER AND PER CENT OF STUDENT RESPONSES CONCERNING KNOWLEDGE OF AVAILABLE SCHOLARSHIPS, AND OF RESPONSES OF STUDENTS AND PARENTS CONCERNING KNOWLEDGE OF AVAILABLE ASSISTANCE FROM COMMUNITY ORGANIZATIONS TO FURTHER THE EDUCATION OF THE STUDENTS

Responses	Student responses concerning scholarships						Responses concerning community assistance											
							Students						Parents					
	Boys (59)		Girls (511)		Total (570)		Boys (59)		Girls (511)		Total (570)		Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	29	49.2	228	44.6	257	45.1	14	23.7	154	30.1	168	29.5	20	20.6	136	21.5	156	21.3
No	30	50.8	282	55.2	312	54.7	45	76.3	355	69.5	400	70.2	77	79.4	495	78.1	572	78.2
No information			1	.2	1	.2			2	.4	2	.4			3	.5	3	.4

Possibly the information gained by high school students regarding the social aspects of a college campus needs to be clarified. The interviewer would have agreed with some of the youths who feared their ability to "get along," but for most of the cases there seemed to be a lack of confidence in regard to participation in social activities in general.

TABLE 24. NUMBER AND PER CENT OF STUDENTS REPORTING WHETHER THEY THOUGHT THEY COULD "GET ALONG" IN THE SOCIAL ASPECTS OF COLLEGE LIFE

Responses	Boys (59)		Girls (511)		Total (570)	
	Number	Per cent	Number	Per cent	Number	Per cent
Yes	37	62.7	339	66.3	376	66.0
No	21	35.6	168	32.9	189	33.2
No information	1	1.7	4	.8	5	.9

Finances as a factor. There is little doubt that the cost of further education plays an important part in deciding whether a youth will continue or will not continue education beyond high school. Practically all writers in this field have expressed themselves as believing finances to be a major factor in the failure of many youths to continue their education. In an effort to ascertain just what part the cost of further education played in this group of young people who did not continue their education and yet who ranked in the upper 10 per cent of their high school graduating classes, the subject of finances was discussed with the students, the parents, and the school officials.

Parents reported that in 80.2 per cent of the cases (566) the matter of cost of further education had been a topic of discussion between them and their children (Table 25). Although there was no way to determine the extent of such a discussion, it is interesting to note that the parents reported that the matter of money for college had been a topic of discussion in four out of five cases.

The cost of education, particularly at the college level, is expensive, especially when considered in relation to the average family income for a given year. When students were asked whether they thought it would cost too much to continue their education, 55.6 per cent of them thought not, while 38.1 per cent thought that it would (Table 26). It is acknowledged that the term "too much" is difficult, if not impossible, to define accurately; but about 4 in 10 of the youths felt that the cost of further education would be too much for them.

TABLE 25. NUMBER AND PER CENT OF STUDENTS ACCORDING TO WHETHER THE STUDENTS AND PARENTS HAD DISCUSSED THE COST OF FURTHER EDUCATION, AS REPORTED BY THE PARENTS

Responses	Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent
Yes	75	77.3	511	80.6	586	80.2
No	22	22.7	123	19.4	145	19.8

TABLE 26. NUMBER AND PER CENT OF STUDENT RESPONSES AS TO WHETHER THE COST OF FURTHER EDUCATION PREVENTED THEM FROM CONTINUING THEIR EDUCATION

Responses	Boys (59)		Girls (511)		Total (570)	
	Number	Per cent	Number	Per cent	Number	Per cent
Yes	19	32.2	198	38.7	217	38.1
No	37	62.7	280	54.8	317	55.6
No information	3	5.1	33	6.5	36	6.3

Both the youths themselves (Table 27) and the school officials believed that in slightly more than 1 in 10 cases the youths were actually needed at home to help contribute to the family income. There was a marked consistency between what the youths themselves said and what the school officials reported was the situation. In both cases, a larger percentage of boys than of girls were reported as needed at home--18.6 per cent of the boys said they were needed at home and school officials reported that 16.1 per cent were needed at home, whereas for the girls the percentages were 10.4 and 10.8, respectively.

TABLE 27. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO WHETHER THEY NEEDED TO STAY HOME AND HELP THEIR FAMILIES FINANCIALLY, AS REPORTED BY THE STUDENTS AND THE SCHOOL OFFICIALS

Responses	As reported by the students						As reported by the school officials					
	Boys (59)		Girls (511)		Total (570)		Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	11	18.6	53	10.4	64	11.2	19	16.1	82	10.8	101	11.5
No	48	81.4	458	89.6	506	88.8	96	81.4	663	87.6	759	86.7
No information							3	2.5	12	1.6	15	1.7

TABLE 28. NUMBER AND PER CENT OF RESPONSES OF STUDENTS, PARENTS, AND SCHOOL OFFICIALS AS TO WHETHER THE COST OF CONTINUING EDUCATION WAS A FACTOR IN THE DECISION OF THE STUDENTS NOT TO CONTINUE IN SCHOOL

Responses	Responses of the students						Responses of the parents						Responses of the school officials					
	Boys (59)		Girls (511)		Total (570)		Boys (97)		Girls (634)		Total (731)		Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	22	37.3	176	34.4	198	34.7	54	55.7	287	45.3	341	46.6	62	52.5	371	49.0	433	49.5
No	37	62.7	328	64.2	365	64.0	43	44.3	346	54.6	389	53.2	55	46.6	376	49.7	431	49.3
No information			7	1.4	7	1.2			1	.2	1	.1	1	.8	10	1.3	11	1.3

When the students were questioned as to whether or not the cost of continuing education was a great factor in their decision not to continue, 34.7 per cent indicated that it was (Table 28). Fewer youths than parents or school officials indicated cost to be a factor of importance. When the parents were consulted, 46.6 per cent indicated that cost of education was a factor in preventing their children from continuing beyond the high school. It is of interest to note that a higher percentage of parents of boys (55.7 per cent) than of parents of girls (45.3 per cent) reported that finances kept their children from continuing their education.

In approximately one half of the cases (433, or 49.5 per cent), the school officials indicated that cost of further education was a great factor in the youths' not continuing education beyond the high school. When all three groups are considered it is quite clear that the youths, their parents, and the school officials believed cost of further education to be a great factor in the failure of approximately one third to one half of the cases to continue their schooling.

Marriage as a factor. Although married couples on college campuses are far more prevalent today than in the past, in many of the cases, marriage before or soon after graduation from high school acted to hinder education beyond the high school for the students concerned. Of the 511 girls interviewed, 345, or 67.5 per cent, indicated they were either married at the time or would be married soon (Table 29). The percentage of boys (37.3 per cent) who indicated they were married or to be married soon was approximately half that of the girls. The percentage of girls in the various sizes of schools who indicated marriage as a reason for leaving school remained rather constant, ranging from 62.1 to 74.6 per cent. With the boys, however, 53.3 per cent of those in the smallest classification and 25 per cent of those in the largest classification did so. In the other enrollment classifications, the percentages fell between these two.

Discussion with both the parents and the school officials revealed that a number of the students (mostly girls) had planned, while still in secondary school, to be married and had not even considered the possibility of continuing their education. It should be noted, however, that the interviewer found several of these girls living on college campuses assisting in the support of their husbands who were enrolled in college.

There is no doubt that marriage is a factor to be considered in the failure of youths to continue their education beyond the high school, and that it is a factor which affects about twice as many girls as boys.

TABLE 29. NUMBER AND PER CENT OF STUDENT RESPONSES AS TO WHETHER THEY WERE MARRIED OR WERE PLANNING TO BE MARRIED SOON

Responses	Boys (59)		Girls (511)		Total (570)	
	Number	Per cent	Number	Per cent	Number	Per cent
Yes	22	37.3	345	67.5	367	64.4
No	37	62.7	165	32.3	202	35.4
No information			1	.2	1	.2

Parental attitude as a factor. The attitude of parents regarding a college education for their children is, and no doubt should be, a major influence in the decision of these youths to continue or not to continue with their education. Such things as the cost of education, the fact that the student would be away from home--frequently for the first time--and the hopes and aspirations of both the youths and their parents, all play a part in making this, in reality, a family decision. The parental attitude seemed to be of sufficient importance for all involved in the study--the students, the parents, and the school officials--to be questioned concerning it.

In the case of the students, 23.2 per cent felt that the attitude of their parents was unfavorable toward their continuing their education (Table 30). Fewer of the boys (15.3 per cent) than of the girls (24.1 per cent) felt that their parents were not in favor of their having further education.

The parents agreed in general with the students, as 26.4 per cent said they did not want their children to continue in school. Here again, the difference in the attitude of parents regarding continued education for boys and girls was evident, since the parents of the boys indicated an unfavorable attitude toward the matter in only 16.5 per cent of the cases, but those of the girls indicated such an attitude in 27.9 per cent of the cases. This feeling was further confirmed during the interviews with parents, when, upon numerous occasions the parents revealed the attitude that "college is not for girls." In fact, there were a number of situations in which the sons in a family were either in college or plans had been made for them to go, but where little or no thought had been given to the possibility of the daughters continuing even though they were achieving an outstanding record in high school.

A larger percentage (41.7 per cent) of the school officials than of either the students or the parents felt that the attitude of the parents hindered the youths in continuing their education beyond the high school. This may

TABLE 30. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO THE PARENTAL ATTITUDE TAKEN TOWARD THEIR CONTINUING THEIR EDUCATION, AS REPORTED BY THE STUDENTS, THE PARENTS, AND THE SCHOOL OFFICIALS

Responses	Responses of the students						Responses of the parents						Responses of the school officials					
	Boys (59)		Girls (511)		Total (570)		Boys (97)		Girls (634)		Total (731)		Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Favorable	50	84.7	378	74.0	428	75.1	81	83.5	452	71.3	533	73.0	61	51.7	375	49.5	436	49.8
Unfavorable	9	15.3	123	24.1	132	23.2	16	16.5	177	27.9	193	26.4	51	43.2	314	41.5	365	41.7
No information			10	2.0	10	1.8			5	.8	5	.7	6	5.1	68	9.0	74	8.5

have been partly due to the fact that only the parents who were opposed to the idea checked the item, while the school officials also included those whose indifference discouraged their children from continuing their education. In approximately 50 per cent of the cases the attitude was such that it did not hinder the youths from continuing their education, although it cannot be inferred that in these cases the attitude was one of encouragement. In 8.5 per cent of the cases the school officials lacked sufficient information to express an opinion relative to this item.

Throughout the study there was considerable evidence of an indifference on the part of many parents and youths to further educational training. It was not that they were definitely opposed to additional education, but many appeared to have little or no concern for advanced training. When the parental attitude was one of indifference, the encouragement for the youths to go ahead was lacking. Such lack of encouragement appears to have been a major reason for the failure of some youths to continue education beyond the high school. While parental indifference, and in some cases opposition, may not have been sufficient to keep the youths from continuing their education, it no doubt had tremendous bearing on the situation.

Intentions of the youths studied. More than half of the group (54.7 per cent) reported that they did not really want to continue their education (Table 31). A higher percentage of boys (55.9 per cent) than of girls (43.4 per cent) wanted to continue, and greater numbers of both boys and girls in the smaller schools than in the larger schools wished to continue. This might indicate a degree of indifference to further education, lack of encouragement to continue, or simply lack of desire to continue because of other things that seemed more desirable. The interviewer found many youths who thought of high school as the terminal point in their education and many others who wanted to earn money now rather than spend another four years or so in college while being, for the most part, financially dependent.

Some few youths were interviewed who did not want to continue further education, since this course of action did not necessarily fit their plans. Examples of this kind were the lad who planned to farm and whose parents were eventually turning a large farm over to him, and the boys who wanted to make the armed services a career. There were numerous girls who thought of high school as terminal; especially was this true among those who completed the business course of study while in high school. For the most part, however, the youths did not have a well-defined plan of action for the future. The majority of them simply did not want to continue, an attitude that probably came as a result of a number of reasons.

The discussion with the school officials relative to the youths' desire to continue their education revealed that, in the school officials' opinions, 84.1 per cent of the youths had indicated in one way or another that they did not want to continue, while only 14.7 per cent had in some way shown a desire to go on. A higher percentage of girls (85.6 per cent) than of boys (74.6 per cent) indicated no desire to continue

TABLE 31. NUMBER AND PER CENT OF RESPONSES AS TO WHETHER THE STUDENTS WANTED TO CONTINUE THEIR EDUCATION, AS REPORTED BY THE STUDENTS AND THE SCHOOL OFFICIALS

Responses	Responses of the students						Responses of the school officials					
	Boys (59)		Girls (511)		Total (570)		Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	33	55.9	222	43.4	255	44.7	27	22.9	102	13.5	129	14.7
No	26	44.1	286	56.0	312	54.7	88	74.6	648	85.6	736	84.1
No information			3	.6	3	.5	3	2.5	7	.9	10	1.1

TABLE 32. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO WHETHER THEY HAD MADE PLANS TO CONTINUE THEIR EDUCATION, AS REPORTED BY THE PARENTS AND THE SCHOOL OFFICIALS

Responses	As reported by the parents						As reported by the school officials					
	Boys (97)		Girls (634)		Total (731)		Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	30	30.9	174	27.4	204	27.9	37	31.4	163	21.5	200	22.9
No	64	66.0	456	71.9	520	71.1	77	65.3	585	77.3	662	75.7
No information	3	3.1	4	.6	7	1.0	4	3.4	9	1.2	13	1.5

beyond the high school. It appears reasonable to conclude that, in the opinion of the students and school officials, approximately 55 to 85 per cent of the youths who did not go to college did not want to continue beyond the high school.

In the opinion of both the parents and the school officials (Table 32) the great majority of the youths had not made plans while in high school to continue with their education. The parents reported that 71.1 per cent of the students had not made such plans, while the school officials reported that 75.7 per cent had not. In both cases the boys had made plans in a higher percentage of cases than had the girls. Apparently the parents and school officials believed that in about three out of four cases no such action was planned by the youths.

As shown in Table 33 more than half of the youths indicated that the decision not to go ahead with their education was made during the senior year, with a decreasing percentage in each of the preceding three years. Twenty-six per cent indicated that the decision was made at some other time than during grades 9 through 12. It is the opinion of the researchers that, for the majority of these youths, this question had little meaning since, for the most part, they had never seriously considered going beyond the high school. The way the question was stated during the interview indicated a belief on the part of the researchers that a decision not to continue had been made, when in reality it appeared that to go beyond the high school was not a part of the thinking of many of these youths. If such a situation existed, the question was somewhat meaningless for a number of youths.

TABLE 33. GRADE LEVEL AT WHICH THE STUDENTS REPORTED THAT THEY DECIDED NOT TO CONTINUE THEIR EDUCATION BEYOND THE HIGH SCHOOL

Grade	Boys (59)		Girls (511)		Total (570)	
	Number	Per cent	Number	Per cent	Number	Per cent
9th			15	2.9	15	2.6
10th	4	6.8	18	3.5	22	3.9
11th	7	11.9	52	10.2	59	10.4
12th	32	54.2	281	55.0	313	54.9
Others	16	27.1	132	25.8	148	26.0
No information			13	2.5	13	2.3

TABLE 34. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO WHETHER THEY HAD DISCUSSED PLANS FOR THE FUTURE WITH THEIR PARENTS, AS REPORTED BY THE STUDENTS AND THE PARENTS

Responses	As reported by the students						As reported by the parents					
	Boys (59)		Girls (511)		Total (570)		Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	47	79.7	440	86.1	487	85.4	74	76.3	529	83.4	603	82.5
No	12	20.3	71	13.9	83	14.6	23	23.7	103	16.2	126	17.2
No information									2	.3	2	.3

Both the youths and their parents (Table 34) indicated that the matter of continuing beyond high school had been discussed with one another. The youths reported in 85.4 per cent of the cases that such discussion had been held with their parents, and almost as great a proportion of the parents reported such. Both groups reported that the girls discussed the future with parents more than did the boys.

Friends of the youths. The effect of the peer group on the decision relative to going to college is generally thought to be of importance. There is little question but that this age group finds a certain amount of comfort and security in "staying with the crowd." Few parents of teen-age boys and/or girls have not been confronted with the appeal that "everybody does it," with "everybody" usually meaning the group or crowd with which the youth is identified.

When it came to continuing education beyond the high school, however, the youths reported that about one half of their close friends continued their education (Table 35). Almost exactly half of the close friends of the boys continued in school, but more of the friends of the girls dropped out (54.4 per cent) than continued (44.8 per cent). For both boys and girls the lowest percentage who continued their education were the youths in schools of less than 200 in enrollment.

According to the parents, approximately 6 in 10 of the close friends of their children did not continue in school. Again it is noted that more close friends of students from the smaller schools than of those from the larger schools did not go to college. Friends of the girls, for example, continued in only 24.1 per cent of the cases in the smallest schools and in 40.2 per cent of the cases in the largest schools.

The school officials confirmed the students' and the parents' opinions when they estimated that over one half of the close friends did not go on to school. The smaller schools again provided the lowest percentages of those continuing.

It appears that somewhat over one half (54 to 60 per cent) of the close friends of the youths being studied did not continue their education and that this percentage was higher in the smaller schools than in the larger ones.

Health as a factor. In less than 1 in 20 cases was health reported as a factor that kept the youths from continuing their education beyond the high school (Table 36). Whereas the youths themselves reported that in only 2.6 per cent of the cases was health a factor, both the parents and the school officials indicated health to be the deterring factor in four to five per cent of the cases. All three groups reported slightly higher percentages of boys than of girls who were deterred from continuing their education because of health. It seems reasonable to say that health was a factor in the youths' failure to continue their education in

TABLE 35. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO WHETHER THEY HAD CLOSE FRIENDS WHO HAD CONTINUED THEIR EDUCATION, AS REPORTED BY THE STUDENTS, THE PARENTS, AND THE SCHOOL OFFICIALS

Enrollment of schools represented by each group reporting	Had close friends who continued their education				Did not have close friends who continued their education				No information				Number of interviews completed	
	Boys		Girls		Boys		Girls		Boys		Girls		Boys	Girls
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
AS REPORTED BY THE STUDENTS														
0- 99	5	33.3	13	23.2	10	66.7	43	76.8					15	56
100-199	5	45.5	27	30.7	6	54.5	61	69.3					11	88
200-499	9	75.0	62	50.8	3	25.0	59	48.4			1	.8	12	122
500-999	6	46.2	56	58.9	7	53.8	37	38.9			2	2.1	13	95
1,000 and over	5	62.5	71	47.3	3	37.5	78	52.0			1	.7	8	150
Total	30	50.8	229	44.8	29	49.2	278	54.4			4	.8	59	511
AS REPORTED BY THE PARENTS														
0- 99	5	23.9	20	24.1	16	76.2	59	71.1			4	4.8	21	83
100-199	7	41.2	37	31.9	9	52.9	78	67.2	1	5.9	1	.9	17	116
200-499	9	50.0	56	38.1	9	50.0	86	58.5			5	3.4	18	147
500-999	10	43.5	48	40.3	12	52.2	69	58.0	1	4.3	2	1.7	23	119
1,000 and over	7	38.9	68	40.2	10	55.6	99	58.6	1	5.6	2	1.2	18	169
Total	38	39.2	229	36.1	56	57.7	391	61.7	3	3.1	14	2.2	97	634

AS REPORTED BY THE SCHOOL OFFICIALS														
0- 99	8	30.8	21	22.1	17	65.3	71	74.7	1	3.8	3	3.2	26	95
100-199	7	33.3	48	34.5	14	66.7	85	61.2			6	4.3	21	139
200-499	10	45.5	83	45.9	11	50.0	97	53.6	1	4.5	1	.6	22	181
500-999	10	37.0	59	42.4	14	51.9	70	50.4	3	11.1	10	7.2	27	139
1,000 and over	10	45.5	112	55.2	12	54.5	82	40.4			9	4.4	22	203
Total	45	38.1	323	42.7	68	57.6	405	53.5	5	4.2	29	3.8	118	757

TABLE 36. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO WHETHER HEALTH WAS A FACTOR IN THEIR FAILURE TO CONTINUE EDUCATION BEYOND THE HIGH SCHOOL, AS REPORTED BY THE STUDENTS, THE PARENTS, AND THE SCHOOL OFFICIALS

Responses	As reported by the students						As reported by the parents						As reported by the school officials					
	Boys (59)		Girls (511)		Total (570)		Boys (97)		Girls (634)		Total (731)		Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	2	3.4	13	2.5	15	2.6	5	5.2	25	3.9	30	4.1	6	5.1	36	4.6	42	4.8
No	57	96.6	498	97.5	555	97.4	92	94.8	609	96.1	701	95.9	111	94.1	713	94.2	824	94.2
No information													1	.8	8	1.1	9	1.1

approximately three to five per cent of the cases being studied.

Distance from college as a factor. There is much discussion today pertaining to the effect that distance between the home community and the college or university has on the youths' decision concerning taking advanced training. Educators in Indiana, with its more than 30 colleges scattered throughout the state, have at times pondered this question.

The school officials reported that in 63.3 per cent of the cases colleges or universities were within 20 miles of the high school communities of the students (Table 37). In 28.9 per cent of the cases the nearest college or university was from 21 to 40 miles distant, and in 5.1 per cent of the cases the distance was 40 miles or more. As would be expected, the youths enrolled in the larger schools were more likely to be near an institution of higher education, since the larger high schools are generally located in the larger metropolitan communities, and these tend to have colleges or universities nearby.

TABLE 37. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO THE DISTANCE OF THEIR HOMES FROM A COLLEGE OR UNIVERSITY, AS REPORTED BY THE SCHOOL OFFICIALS

Distance	Boys (118)		Girls (757)		Total (875)	
	Number	Per cent	Number	Per cent	Number	Per cent
20 miles or less	70	59.3	484	63.9	554	63.3
21-40 miles	38	32.2	214	28.3	252	28.9
40 miles or more	4	3.4	41	5.4	45	5.1
No information	6	5.1	18	2.4	24	2.7

Of the 570 youths reporting, 76, or 13.3 per cent, indicated that, if it had been possible to live at home, they would have continued their education beyond the high school (Table 38). There were 484, or 84.9 per cent, who reported that they would not have gone on with their education even if they could have lived at home, while 1.8 per cent did not know whether they would have gone or not. It appeared clear that, as far as the youths were concerned, more than 8 in 10 believed

TABLE 38. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO WHETHER THEY WOULD HAVE CONTINUED EDUCATION BEYOND THE HIGH SCHOOL IF THE COLLEGE OR UNIVERSITY HAD BEEN IN THE HOME COMMUNITY, AS REPORTED BY THE STUDENTS AND THE PARENTS

Responses	As reported by the students						As reported by the parents					
	Boys (59)		Girls (511)		Total (570)		Boys (97)		Girls (634)		Total (731)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Yes	10	16.9	66	13.0	76	13.3	12	12.4	71	11.2	83	11.4
No	48	81.4	436	85.3	484	84.9	82	84.5	546	86.1	628	85.9
No information	1	1.7	9	1.8	10	1.8	3	3.1	17	2.7	20	2.7

that the matter of living at home was not one of the factors that kept them from furthering their education.

The parents indicated that in only 11.4 per cent of the cases (slightly less than were reported by the youths themselves) would their children have continued their education had there been an institution of higher learning in the local community. In 85.9 per cent of the cases the parents answered in the negative, and in 2.7 per cent of the cases they failed to provide information. The parents agreed with the youths that in more than 8 in 10 cases (85.9 per cent) the failure of the youths to continue their education was not a matter of location of the college or institution.

In 513 cases both the parents and the youths replied to the item relative to the location of the college as a possible factor (Table 39). In 415 of the cases (80.9 per cent) the two groups agreed that the youths would not have continued even if the institution had been located in the home community and they could have lived at home. In 6.2 per cent of the cases both agreed that the youths would have continued, and in 12.9 per cent of the cases the parents and youths were in disagreement about the matter. In any way this factor of distance is posed, it is evident that having an institution of higher learning in the local community would cause very few of these youths to change their decision not to go to college.

TABLE 39. NUMBER AND PER CENT OF RESPONSES AS TO WHETHER THE STUDENTS AND THEIR PARENTS AGREED THAT THEY WOULD HAVE GONE TO COLLEGE IF THE COLLEGE HAD BEEN IN THE HOME COMMUNITY, AS REPORTED BY THE STUDENTS AND THE PARENTS

Amount of agreement	Boys (55)		Girls (458)		Total (513)	
	Number	Per cent	Number	Per cent	Number	Per cent
Parent and student agreed that the student would have gone	5	9.1	27	5.9	32	6.2
Parent and student agreed that the student would not have gone	42	76.4	373	81.4	415	80.9
Parent and student were not in agreement	8	14.6	58	12.6	66	12.9

Factors Reported by the Four Readers

In many, if not most, cases the reason for an individual's failure to continue education beyond the high school is a fusion of several factors, and not something that can be attributed to a single cause. With this in mind it was planned for each completed case to be reviewed carefully by the interviewer and three selected persons (hereafter referred to as readers).

The data were submitted to each of these four separately, with the request that they designate what, in their opinion, was the single most important factor and the second most important factor in the failure of the youths to continue beyond the high school.

The data in Table 40 present the opinions of the four readers as to the single most important cause and the second most important cause for youths' failure to go beyond the high school. These opinions were formed only after careful review of each case. It became a matter of weighing all evidence bearing upon the individual's situation, regardless of what might have been the particular expression of either the youths themselves, the parents, or the school officials relating to the cause.

The readers believed that the most important primary reason for boys' failure to continue (found in 33.7 per cent of the cases) was that the boys thought of the high school as being the terminal point in their education or because they desired to earn money now, or because they had some competing interest (Table 40). Boys who went into farming frequently considered the high school as terminal; others began to work full time in the jobs they had held over a period of time as part-time employees while still in high school and they could see no need for further training; still others desired to earn, to be financially independent, to have some of the things they wanted, such as cars, and saw the chance to do so without additional training; and still others had other things they were interested in and wanted to do. Those who went into military service were classified in this group, since military service was considered for the most part as a competing interest. This accounts for the relatively high percentage of boys found in the category of "terminal, to earn, or competing interest." These three seemingly different causes were classified together, since the readers found it extremely difficult to differentiate among them.

The primary cause that accounted for the second largest percentage of boys failing to continue was a financial one. It was the opinion of the readers that cost was the single most important reason why 23.9 per cent of the boys did not go on with their education.

The third most important cause (20.6 per cent) for boys was "indifference." The boys in this group had an "I don't care" attitude toward further eduction. They differed somewhat from the boys in the first group in that, by and large,

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TABLE 40. NUMBER AND PER CENT OF STUDENTS, ACCORDING TO THE REASON BELIEVED BY THE FOUR READERS TO BE OF FIRST AND SECOND IMPORTANCE IN THE STUDENTS' DECISIONS NOT TO CONTINUE THEIR EDUCATION BEYOND THE HIGH SCHOOL

Reason	First choice						Second choice					
	Boys		Girls		Total		Boys		Girls		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Parental opposition or indifference	23	4.9	197	6.5	220	6.3	35	7.4	299	9.9	334	9.5
Needed at home	24	5.1	65	2.1	89	2.5	22	4.7	55	1.8	77	2.2
Financial	113	23.9	533	17.6	646	18.5	71	15.0	374	12.4	445	12.7
Indifference	97	20.6	836	27.6	933	26.7	71	15.0	474	15.7	545	15.6
Marriage	38	8.1	907	30.0	945	27.0	23	4.9	496	16.4	519	14.8
Terminal, to earn, or competing interest	159	33.7	404	13.3	563	16.1	118	25.0	670	22.1	788	22.5
Health	10	2.1	52	1.7	62	1.8	2	.4	31	1.0	33	.9
Uncertain of reason	8	1.7	34	1.1	42	1.2	130	27.5	629	20.8	759	21.7
Total choices	472	13.5	3,028	86.5	3,500		472	13.5	3,028	86.5	3,500	

Note: The number in this table represents four times the number of cases, since four persons (three readers and one interviewer) each made a first and second choice as to the reasons why the youths did not continue in school.

there was no particular plan or compelling reason that hindered them from going on beyond the high school. In general these boys were the least happy with school, although they had succeeded well in school.

These first three causes accounted for 78.2 per cent of the cases of boys not continuing their education. For 8.1 per cent of the boys marriage was the next most important cause, with "needed at home" being ranked fifth, with 5.1 per cent. Although this latter reason frequently had financial implications, it was the opinion of the readers that these were not clear-cut problems of a financial nature.

Parental opposition or indifference accounted for 4.9 per cent of the boys who dropped out, and health accounted for only 2.1 per cent. In 1.7 per cent of the cases of boys were the readers uncertain as to the real cause of the youths' failure to continue.

The ranking (by greatest frequency) of the causes for girls not continuing differed somewhat from that for boys. As would be expected, marriage was first, accounting for 30.0 per cent of the girls who dropped out, with indifference closely following as a reason, with 27.6 per cent. For 17.6 per cent of the girls finances was the single most important cause, and "terminal, to earn, or competing interest" accounted for 13.3 per cent. "Parental opposition or indifference" was the reason why 6.5 per cent of the girls left school, with "needed at home" accounting for 2.1 per cent and health accounting for 1.7 per cent. For 1.1 per cent of the girls the readers were uncertain as to the real cause.

For the total group, the four most important causes for the youths' failure to continue education beyond the high school (which accounted for almost 9 in 10 cases) were, in order of importance, marriage, indifference, financial, and terminal, to earn, or competing interest. The same four reasons were the most often given as the second most important reason, but here "terminal, to earn, or competing interest" was checked most often, followed in order by indifference, marriage, and financial. In only about two thirds of the cases were these given as the second most important cause. In only 1.2 per cent of the cases were the readers uncertain of the primary reasons, but in 21.7 per cent they were reasonably certain that the first choice was the only reason, and therefore they made no second choice. For the remaining youths, the second choice was in effect a factor that should be combined with the first cause in explaining why the youths failed to continue their education beyond the high school.

When the two choices of the readers were combined it became apparent that among the reasons for the youths' failure to continue their education, the following reasons were considered as of either first or second importance:

Terminal, to earn now, competing interest (58.7 per cent boys; 35.4 per cent girls)

Financial (38.9 per cent boys; 30.0 per cent girls)

Indifference (35.6 per cent boys; 43.3 per cent girls)

Marriage (13.0 per cent boys; 46.4 per cent girls)

Needed at home (9.8 per cent boys; 3.9 per cent girls)

Parental opposition or indifference (12.3 per cent boys; 16.4 per cent girls)

Health (2.5 per cent boys; 2.7 per cent girls).

As can be seen there was considerable variance between boys and girls in the importance of certain reasons for leaving school. Far more boys than girls considered high school as terminal, wanted to earn now, or had a competing interest, while far more girls than boys listed marriage. Neither sex felt health to be an important item, and few felt they were needed at home.

Causes listed here are not necessarily the only ones involved; however, for purposes of identifying the real causes of failure for these youths to continue with their education, it seemed that two choices were sufficient.

The reasons considered by the four readers to be the primary reasons why these students did not continue their education were studied in relation to the size of school enrollment in the schools from which the students were graduated (Table 41). Generally the percentages of youths who failed to continue beyond the high school for the several causes did not deviate greatly from one size of school to another. The average percentage of times that "parental opposition or indifference" was given by the readers as a reason for the youths' leaving school, for example, was 6.3 per cent for all sizes of schools, and the variation among the different sizes of schools was 4.8 to 8.9 per cent. Variations in percentages of youths checking other reasons were also fairly small.

All in all, the pattern of causes among the sizes of schools was not consistent. The percentage of youths as related to a given cause did not, in any instance, steadily increase or decrease with an increase in the size of school enrollment.

TABLE 41. NUMBER AND PER CENT OF STUDENTS IN SCHOOLS OF EACH ENROLLMENT GROUP, ACCORDING TO THE REASON WHICH THE FOUR READERS CONSIDERED THE PRIMARY REASON WHY THESE STUDENTS FAILED TO CONTINUE THEIR EDUCATION BEYOND THE HIGH SCHOOL

Reason	School enrollment										Total	
	0-99		100-199		200-499		500-999		1,000 and over			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Parental opposition or indifference	25	5.2	57	8.9	39	4.8	36	5.4	63	7.0	220	6.3
Needed at home	11	2.3	15	2.3	19	2.3	25	3.8	19	2.1	89	2.5
Financial	110	22.7	102	15.9	160	19.7	107	16.1	167	18.6	646	18.5
Indifference	95	19.6	180	28.1	220	27.1	199	30.0	239	26.6	933	26.0
Marriage	145	30.0	174	27.2	253	31.2	151	22.7	222	24.7	945	27.0
Terminal, to earn and competing interest	86	17.8	96	15.0	105	12.9	120	18.1	156	17.3	563	16.1
Health	6	1.2	10	1.6	7	.9	21	3.2	18	2.0	62	1.8
Uncertain	6	1.2	6	.9	9	1.1	5	.8	16	1.8	42	1.2
Total	484		640		812		664		900		3,500	

Note: The number in this table represents four times the number of cases since four persons (three readers and one interviewer) each made a first choice as to the reasons for the youth's not continuing.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

①

Students, parents, and high school officials were interviewed in an effort to determine the reasons why certain youths who ranked in the upper 10 per cent of the 1955 high school graduating classes of Indiana did not continue their education beyond the high school. Of this group of students 875 were included in the ~~study.~~ STUDIES

The ~~ultimate~~ objective was to ascertain the reasons for the failure of youths to continue with their education/in the hope that this would clarify the problems involved in making it possible or in encouraging this reserve of capable young people to continue their formal education beyond the high school. To this end the questions for which answers were sought were as follows:

1. What percentage of capable youths fail to continue their education beyond the high school?

2. What ~~are~~ the causes for ~~their~~ failure to continue?

3. What measures can be taken that may help encourage students to continue their education?

4. What has been done by the school or home to encourage these youths to continue?

Conclusions

The following conclusions were drawn from an analysis of the data:

1. In the upper 10 per cent of the Indiana high school graduating classes for 1955 the girls outnumbered the boys slightly more than two to one (2,343 girls and 1,136 boys).

The total number of high school graduates was, for all practical purposes, equally divided between the sexes, yet in ranking based on grades the girls were definitely superior to the boys. The possible causes for this distribution were not considered in this study, but they appear to be worthy of serious thought, especially in light of the fact that class rank is put to use in various ways in such matters as college admission, granting of scholarships, and so forth.

2. Of the 1955 Indiana high school graduates ranking in the upper 10 per cent, 71 per cent continued their education beyond the high school, and by the beginning of the second year following graduation another two per cent had started to continue their education. The boys in the upper 10 per cent continued beyond the high school in 85 per cent of the cases, whereas the girls continued in only 64 per cent of the cases.

> These percentages are considerably higher than is frequently thought--or, at least, higher than is currently mentioned in casual comments regarding capable youths and their failure to continue their education. The fact that almost three out of four of the upper decile of the graduates of the high schools in Indiana are continuing their schooling beyond high school speaks well for the educational program that allows freedom of choice in making decisions regarding whether to continue or not.

3. Of the 29 per cent (1,011) who did not continue their education, 75 per cent were engaged in full-time employment, 21 per cent of the girls were married, 18 per cent of the boys were in military service, and less than five per cent of all students were unemployed, unknown, or deceased.

> Jobs were reasonably plentiful in the spring of 1955, and these youths had no particular difficulty in obtaining employment. Military service was something that some boys considered could best be taken care of immediately following graduation, and several of them had plans to go to college upon completion of their tour of duty. No doubt some of them saw a chance for further education in military service when finances would have prevented them from going on to school if they had elected to stay at home. It was clear from the outset of the interviewing that many of the girls had been planning for marriage throughout a greater part of their high school experience. This was not the case for boys, however.

4. At the time of graduation 95 per cent of the youths were either 17 or 18 years of age.

5. Of the fathers, 37.2 per cent had completed the twelfth grade, while 32.2 per cent had not gone beyond the eighth grade. Of the mothers 44.2 per cent had completed the twelfth grade, while 26.0 per cent had not gone beyond the eighth grade. In only 2.2 per cent of the cases had either parent completed the sixteenth year or above, and in slightly more than eight per cent of the cases had either parent completed a grade above the twelfth.

> Here was found a situation not uncommon in many school communities, where the formal educational experiences of the parents gave them little actual knowledge about education beyond the high school. This in no way lessened the desire of many parents for their children to continue in formal schooling, but, even for parents with

> such a desire, a great amount of information and guidance seems desirable. It would appear that, if the high school is to provide maximum guidance for the more capable youths, it must take into consideration the fact that a large majority of the parents of the youths who did not continue in school have had no first-hand experiences in further education,

6. In three out of four cases only one parent was employed.

7. In 43.4 per cent of the cases the family income, on a yearly basis, was in excess of $5,000 as reported by the high school official; in 37.3 per cent of the cases it was from $3,500 to $5,000; and in 19.2 per cent of the cases it was less than $3,500.

8. In 57 per cent of the cases, the youths were members of families of three children or less; in 10.4 per cent they were the only child in the family; and in almost three per cent they were one of 10 or more children.

9. In approximately one half of the cases some close relative of the youths had attended college, and in about one fifth of the cases a sibling had attended college.

10. Outside the church as a community organization, approximately one third of the parents were active in one or more community organizations, while approximately two thirds were active in none insofar as the youths knew.

11. In the opinion of the school officials, 70 per cent of the youths lived in school communities in which the attitude toward going to college was favorable.

> About 30 per cent of these youths lived in communities in which attending college, although probably not frowned upon, was not the expected thing. Throughout the study the responses to various questions gave the impression that few people expected these youths to continue with their education. Since community attitude has an effect upon young people, this may have been an important factor in the decisions concerning higher education.

12. Of the youths who were employed, less than 10 per cent earned $75 or more weekly, slightly less than 60 per cent earned $50 to $74 weekly, about 30 per cent earned $35 to $49 weekly, and approximately 2 per cent earned less than $35. More than 9 in 10 youths liked their present employment and planned to continue in the work.

> Many youths were in jobs which they felt they had prepared for and in which they felt no need for additional preparation. Particularly was this true of the girls in clerical work. Some youths were continuing in jobs in which they had worked part time prior to graduation. In fact, it appeared that these youths had given far more

thought toward future vocational endeavors than toward continuing educational endeavors.

13. Slightly more than 15 per cent of the group had not participated extensively in any extracurricular activities, and almost as many had done so in only one activity. Of the boys, 47.5 per cent had participated in not more than one activity as compared with only 26.8 per cent of the girls.

14. Only 28.8 per cent of the boys were enthusiastic about the academic phase of school as compared with 38 per cent of the girls, and considerably more boys (17 per cent) than girls (5.3 per cent) indicated themselves to be mildly interested or indifferent. In the opinion of school officials 52.3 per cent of the girls and 33.9 per cent of the boys were enthusiastic about the academic part of school.

> It is interesting to note that a higher percentage of youths were considered enthusiastic by the school officials than by the youths themselves, but they agreed that a higher percentage of girls than of boys were enthusiastic.

16. There was a college orientation program of some kind in 9 of 10 of the schools in which the youths were enrolled.

> The school of 0-99 enrollment had orientation programs less frequently than did the larger schools. Considering the demands made upon teachers in the small high schools, it seems that it would be difficult to provide an adequate program of this type. From the general lack of information and definite planning noted on the part of the youths, the guidance programs of the high schools might well consider steps to induce capable youths to at least consider the possibilities of further education

17. Information regarding further education had been introduced at only one grade level in the high schools of two out of three of the students, and at more than one grade level in the schools of one out of four.

> The topic of further education for capable youths in high school should be introduced at least twice--once early in the high school experience (in planning an adequate program) and again near the end when a host of things in relation to abilities, costs, scholarships, and so forth should be considered. Ideally the topic could profitably be discussed several times during the high school years, but for only one in four of the youths was this done. Surely a properly conceived guidance program should include such information for students who are concerned with college. Apparently these youths did not generally think of themselves as possible college prospects, and, where the guidance activities of the schools concerned themselves with only the expressed desires or purposes of the youths, these youths apparently did not receive college orientation information. Is it not

reasonable, however, for each youth to be given the counsel of a mature teacher or counselor regarding his potential abilities and capacities and to look at himself in relation to all future possibilities?

18. As many as 78.1 per cent of the youths had discussed further education with some school official. Ninety per cent of the boys and 79 per cent of the girls stated that they felt the school had in some way indicated the desirability of continuing education beyond the high school.

Although it seems that some parts of the guidance program leave something to be desired in the work with these youths, it is gratifying to note the high percentage of youths who had discussed the matter of continuing and the still higher percentage who felt that the school had in some way encouraged them to continue their education. It is of interest to note that on both points boys seemed to be favored over girls.

19. The parents of four in five of the youths (79.3 per cent) had not discussed the matter of the further education of their children with any school official.

Here is a definite weakness in the guidance program and one that is not completely attributable to the schools, but it is the responsibility of the school to help parents and youths with such matters. Certainly parents of these capable youths could benefit from the wealth of information possessed by a properly trained guidance counselor regarding education beyond the high school. Especially is this true of parents who have had little or no first-hand experience with colleges.

20. More than one half (54.7 per cent) of the youths knew of no scholarships that might have been available to them.

Here again is clearly a point at which the school's program could be enhanced. There are scholarships available under certain conditions to graduates ranking in the upper 10 per cent of their class, and each school supposedly has such information. But in some way the youths failed to learn about them or were so little impressed that shortly afterward the majority reported that they knew nothing about them.

21. Seven in 10 of the youths and almost 8 in 10 of the parents knew of no resources in the local community that might provide some financial assistance in helping the youths continue education beyond the high school.

22. Six in 10 of the youths had not talked with a college representative about the possibilities of continuing their education

With the large number of college representatives available to the schools for assistance in informing youths about higher education, it is hard to understand how such a large number of high ranking youths failed to discuss further education with a college representative. It is the belief of the researchers that here, as on several other points, the youths did not think of themselves as college prospects and either refused the opportunity, or did not receive such information because of the way in which such activities were handled in the school.

23. One third of the youths had some question as to their ability to "get along" in the social aspect of college life.

24. Four in five of the youths had discussed the cost of further education with their parents. As many as 38.1 per cent of them thought that it cost too much for them to continue their education beyond the high school.

There were 18.6 per cent of the boys and 10.4 per cent of the girls who believed that they were needed at home to help the family in a financial way. The school officials thought that 16.1 per cent of the boys and 10.8 per cent of the girls were needed (financially) in the home.

In 34.7 per cent of the cases the youths themselves indicated that finances were a factor in their failure to continue education beyond the high school. Parents reported that in 46.6 per cent of the cases finances were a factor, and the school officials reported that in 49.5 per cent (433) of the cases they were a great factor. The four readers considered finances as first or second most important factors in the failure of 38.9 per cent of the boys and 30.0 per cent of the girls to continue their education.

Undoubtedly the cost of continuing one's education beyond the high school was a factor of considerable importance for these youths. In the opinion of the three parties most concerned (students, parents, and school officials), approximately one third to one half of the youths found that the factor of finances played an important role in their decision regarding further education.

For the 1 in 10 girls and the 2 in 10 boys who were need at home to help with the financial burden of the family, the problem was extremely difficult; however, there were still many boys and girls for whom some financial assistance in the form of scholarships or part-time work might have made further formal education possible.

It should be noted that, although four out of five youths had discussed the cost of further education with their parents, the discussion was apparently not brought to the point where investigation was made by either the parents or the youths relative to the matter, since the majority of both groups were unaware of any such assistance.

It should also be noted that the decision as to whether further education costs too much is somewhat dependent upon where the individual places his values. In some cases it appeared to the four readers that the situation could more accurately be described as a refusal to deny themselves some things in order to pay for further training. This applies to both the parents and the youths. However, this attitude was somewhat balanced by the cases in which there was general concern with the financial situation surrounding the youths and their families, and in which the parents insisted that they would have afforded the necessary expenses had the youths desired to continue.

In considering the opinions of the youths, their parents, the school officials, and the readers, it seems safe to say that approximately 35 to 50 per cent of the youths found finances to be a major contributing factor in their failure to continue with education beyond the high school.

It is interesting to note that the four readers indicated that 9.8 per cent of the boys and 3.9 per cent of the girls were needed at home. Although some financial implications were recognized in these situations, they were not considered as clear-cut financial problems, but, rather, as problems of being needed at home to help with the family's work or to care for the family in a way other than financial.

25. As to marriage as a reason, 67.5 per cent of the girls and 37.3 per cent of the boys were either married or planning to be married soon. The four readers indicated that marriage was the reason of first or second importance for 46.4 per cent of the girls and 13.0 per cent of the boys.

The youths and the readers differed in their responses in regard to marriage as a reason. This, however, was reasonable since the youths reported on being married or soon to be married, whereas the readers were considering marriage as a real cause for failure of the youths to continue with their education. For almost half of the girls, marriage was an important reason for failure to continue in school, but for boys it was reported as a real cause in only 1 in 10 cases. This is a factor that must be considered seriously, since, for the most part, marriage that closely follows high school graduation tends to terminate formal education. It is a matter not entirely attributable to schools or to parents, but to the whole of the youths' environment.

26. When asked whether the attitude of their parents was unfavorable toward further education, 24.1 per cent of the girls and 15.3 per cent of the boys said that it was. The parents agreed fairly closely with them, as 27.9 per cent of the parents of the girls and 16.5 per cent of those of the boys indicated that they did not want the youths to continue.

In the opinion of the school officials, however, parental attitude toward further education acted to hinder the youths in continuing their education in 41.7 per cent of the cases. The four readers considered "parental opposition or indifference" as a real cause (first or second choice) for 16.4 per cent of the girls and 12.3 per cent of the boys.

There can be little question as to the importance of parental attitude with regard to this problem. It appears that in approximately 15 to 40 per cent of the cases the attitude of parents was not conducive to encouraging these youths to continue their education, and in 10 to 20 per cent of the cases it was a major reason for the youths' failure to continue. It cannot be supposed that all the remaining parents encouraged continuation in school, but merely that their attitude did not tend to hinder the youths in going on with their schooling.

It is also apparent that parents differentiated between the sexes on this point, as they (and the school) did on nearly every other point. Excepting a small number who opposed further education for a special or particular reason, parental opposition or indifference was seemingly based on lack of knowledge and understanding. A proper guidance program in the school could have been very effective at this point.

27. Reports from 55.9 per cent of the boys and 43.4 per cent of the girls indicated they really did want to continue their education; however, in the opinion of the school officials, approximately 8 in 10 youths had left the impression, in one way or another, that they did not want to continue.

28. In the opinion of the school officials, 22.9 per cent of the youths had made plans to continue their education while still in high school, but, in the opinion of the parents, 27.9 per cent had made such plans.

29. A majority of the youths (54.9 per cent) decided not to continue their education some time during the senior year in high school.

A large majority of the youths, according to parents and school officials, had made no plans to continue while still in high school; however, following graduation approximately one half of them stated that they really did want to continue. This seems to be evidence again for the need in the high school for some means to urge capable youths in more than just a casual way to consider the matter of further education.

That a majority of the youths decided during the senior year not to go ahead was to be expected; however, something not expected but found by the interviewer was that for many of the youths the decision not to go was more or less meaningless. In reality many of them had never seriously thought about going ahead, the terminal point in their planning for education had been the completion of high school.

30. The four readers indicated that the attitude of the youths who regarded the high school as terminal, or who desired to start earning immediately, or who had some other interest was a major factor affecting their decision to continue for 58.7 per cent of the boys and 35.4 per cent of the girls.

> For a high percentage of youths, other activities and interests undoubtedly competed with further education. In many situations such competing interests were sufficiently strong to be the real cause for the youths' failure to continue their schooling. Many youths had planned to enter occupations in which further schooling apparently played little part, and therefore they had followed a course of study while in high school that served as the terminal education endeavor for them. Some simply placed more value upon the relatively high wages that could be earned immediately following graduation. In several instances the youths pointed out quite clearly the current wages and compared them with the possible earnings following additional schooling. In these cases it appeared that the youths wanted to have the material things that current earnings would afford and were unwilling to continue schooling in the face of such opportunity.
>
> Military service attracted a number of youths (mostly boys) and was considered as a competing interest, since by their own choice they had decided upon the service rather than formal schooling. It should be pointed out that a few of these youths apparently planned to continue their schooling upon completion of their tour of duty. It was the opinion of the readers that in some cases where youths chose military service the matter of finances and indifference to further schooling had a part in the decision.
>
> Youths need the considered help of the school, their parents, and the community as a whole in looking clearly at the matter of continuing education in comparison with the other possible courses of action following high school graduation. It becomes a matter of weighing values, and this is not done in an atmosphere of little concern on the part of the several parties involved in the youths' education.

31. The four readers indicated indifference as a real cause in the case of 43.3 per cent of the girls and of 35.6 per cent of the boys.

> Indifference as a cause for failure to continue differs from the classification "terminal, to earn now, or competing interest" in that for these youths there seemed to be no particular plan or desire for the future. Although they had been successful in earning good marks in high school, they were lacking in desire to continue

schooling. Somehow these youths had failed to see themselves taking further schooling, and many of them simply stated they had no desire to go ahead.

It appeared that for many of these youths a personal goal was not established with sufficient strength to hold them to a plan that might have included further education. Possibly the guidance program in the school could have been more effective at this point; however, it must be pointed out that the lack of interest in schooling arose originally from various sources in the youths' environment.

32. In over one half of the cases the close friends of the youths did not continue their education beyond the high school.

The peer group with all its influence did not seem to dominate the students' decision regarding education beyond high school, since close friends of the youths were divided about equally in the matter of further education.

33. In less than 1 in 20 cases health was considered a factor contributing to failure to continue their education.

34. In regard to the distance of a college or university from the homes of these students, it was found that 63.3 per cent of the youths lived within 20 miles of a college or university; another 28.9 per cent lived within 21 to 40 miles; and 5.1 per cent lived more than 40 miles from an institution of higher learning. Only 13.3 per cent of the youths stated that they would have continued their education if they could have lived at home while attending school, while the parents of 11.4 per cent of the youths thought that the youths would have continued their education if there had been a college or university in the local community.

In 6.2 per cent of the cases both the parents and the youths were in agreement that the youths would have continued their schooling if there had been an institution of higher learning in the community, while in 80.9 per cent of the cases they were agreed that location of the institution of higher learning was not a factor in in the youths' failure to continue.

Location or distance of college or university from the home community did not play as important a role as is sometimes thought, as it apparently had its effect on only about 1 in 10 youths studied. It was the opinion of the interviewer that the opportunity to stay at home was highly related to the expense of continuing in school, and that those who indicated that they would have continued had there been an opportunity in the home community were also reflecting a financial problem to a certain extent.

Another study made of the location of high school graduates in Indiana shows that 92 per cent of high school graduates live within a range of 25 miles from a college where students can obtain at least the first two years of a college education.

Recommendations

It is recognized that this study is not without certain limitations, but it has served well to call attention to several aspects of the problem about which the following recommendations can be made relative to encouraging capable youths to continue beyond the high school:

1. The work of the guidance programs with regard to academically capable youths should be intensified in the high schools. A deliberate program to inform youths of the possibilities of further education should be required for those who are capable, and this should be a continuous effort through the high school years. Youths should be encouraged and assisted in considering themselves, their abilities, and their capacities in the light of their future. Such consideration should be based upon intelligent planning and understanding of occupational and educational opportunities.

> Essential information regarding colleges, universities, and other opportunities for continuing education in regard to requirements, costs, scholarships, etc. should be included in the instruction of capable youths. In some way the school should aid in encouraging them to consider educational opportunities in the future. This is not a simple matter, but it is an essential one. A great deal of encouragement is given in the area of athletics by the high school, the parents, the community, and the institutions of higher learning. Somewhat similar activities are needed to attract academically capable youths into further training.

2. The school officials should extend the schools' counseling services to include planned conferences with the parents of capable youths. This would not only serve to give parents the basic information regarding further education needed, but would also serve the important function of encouraging parents to consider the educational opportunities for their children. The school would then not only assist in in encouraging youths to continue their education, but it would also inform the parents and thereby gain the advantage of having the parents also acting to encourage the youths.

3. It should be clearly pointed out to the students (especially the girls) that a delay in marriage for a few years would have certain definite advantages in regard to further education. Although it is not always easy to make students realize this, the matter could be approached in relation to future plans, study of possible careers, and study of the usual sequence necessary for whatever plans or goals a person might hold for himself.

4. Capable youths should be given ample opportunity to view clearly the advantages of further education in order to counteract the idea held by many that high school is terminal. While high school is probably terminal for many, the capable youths should be made to see the limitations usually placed upon them when they fail to continue their training until they reach the point of greatest productivity--a point more in keeping with their potential.

5. Youths should be encouraged by parents, schools, and the community at large to weigh values carefully. As seemingly important as the immediate desires are for youth, a mature and older generation should make it quite clear that further education has its advantages, even if it means additional years of financial dependency and denial. Youths need to feel that it is important for them and for society that they continue their education until they can produce maximumly. Youths need to feel that this is expected of them. One striking implication of the study is that, for most of the youths, continuing their education had not seemed to be expected of them by anyone. Few youths will exceed what is expected of them; therefore, to expect them to continue their education to a point more in keeping with their potential may be incentive enough to assure their continuing beyond the high school.

6. Youths and their parents need to be informed of the already existing facilities for assisting with the financial responsibilities of further education. The guidance programs of the high schools should assume greater responsibilities in helping the capable high school graduates study this matter of further education and its cost and in helping them devise an intelligent plan whereby further training can become a reality. There can be no doubt that many of the youths found finances to be a factor that kept them from further educational opportunities. Whether financial assistance should be provided in the form of scholarships, loans, part-time work, or some other form was not considered a part of this study.

7. Within the work of the guidance divisions, greater use should be made of college representatives as consultants. There is for the high school and the college a mutual responsibility served best when each understands the part it must play in this matter of encouraging capable youths to continue their education.

8. A careful examination of present-day attitudes toward providing for girls to continue their education beyond the high school should be made by parents, by schools, and by the community. Although the occupational endeavors of boys generally seem to require further training more often than do the occupational endeavors of girls, there are reasons to believe today that the occupational and educational goals of many capable young women should be raised. It appears that this cannot be done until the school-community has changed its attitude toward young women continuing with their educational training.

9. Capable youths, especially boys, should have ample opportunity to examine carefully the advantages and disadvantages

of entering military service immediately following graduation from high school. This should be a function of the guidance program, with possible use of personnel from the armed services as consultants.

10. There is a matter of indifference toward further training displayed by a sizable portion of the youths, and it is believed that such indifference can be largely overcome by the suggested recommendations. Possibly this indifference can also be met by an enriched curriculum in which each phase of the educational program of youths is concerned not only with goals and outcomes of the subjects but with the goals of the youths themselves. An early educator possibly held the secret when he insisted that a responsibility of teachers was to inspire as well as to instruct. For the most part these capable youths need to be inspired at home, at school, and in the community.

APPENDIX A

QUESTIONNAIRE SENT TO INDIANA HIGH SCHOOL PRINCIPALS

There has been much discussion the past several years about what happens to the upper 10 per cent of the high school graduates. We would like to find out what really does happen to these students in Indiana high schools and would appreciate it if you would complete this form and return it in the attached envelope at your earliest convenience. No use will be made of these data as they relate to any school or individual; however, you will be given credit for your participation where possible and you will receive a report of the study. Thanks a million; we are indeed appreciative of your cooperation.

Wendell W. Wright, Vice President Dean, School of Education	Christian W. Jung Associate Professor of Education

______________	______________	______________
Name of school	City	Principal

Number of high school graduates (1955):* Girls ____ Boys _____ Total ________

Column 1: The rank in class is shown in this column.

Column 2: List the names (last name first and initial) in order of rank in class of students in the upper 10 per cent (round to the nearest unit) of the 1955 graduating class. Start with the student who ranked number 1 and then the student who ranked number 2, etc., until 10 per cent of your 1955 graduating class has been listed.

Column 3: Indicate sex by M or F.

Column 4: Check (use x) to indicate that the individual is enrolled in college.

Column 5: Give the name of the college and state in which the college is located.

NOTE: If you have checked that the individual is in college and have given the name of the college and its location, do not check further. If, however, you have not checked the person as being in college, then do check Columns 6, 7, 8, 9, or 10.

Column 6: Check (use x) only if the person is employed full time and is not in college.

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*Record only the top 10 per cent of the total number of graduates for 1955.

Column 7: Check (use x) only for girls who are married and engaged in homemaking but are not employed full time or in college

Column 8: Check (use x) if the person is not in college, or employed, or a homemaker, or in military service.

Column 9: Check (use x) for a person who is in the military service.

Column 10: Check (use x) if the whereabouts of the person is unknown.

Rank in class	Name	Sex	Attending college	College and location (State)	Employed full time	Homemaking	Unemployed	Military service	Unknown
1	2	3	4	5	6	7	8	9	10
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

APPENDIX B

QUESTIONNAIRE SENT TO SCHOOL OFFICIALS

School ______________Enrollment (9-12) June 1955___________

Student ______________Reported status (1955)_______________

Present address of student __________________Tel. no. ______

Is this youth now in school? Yes___No___

If yes, indicate reasons for his delay in entering school ____

____

____

(If yes, you need not complete the remainder of the form.)

Age at graduation____________Rank in class________________

Activities in which student participated extensively ________

____________________________ ____________________________

____________________________ ____________________________

Present occupation of student ____________________________

Working address ____

Occupation of mother ________________Address______________

Occupation of father ________________Address______________

Approximate yearly income of parents: Under $2,000___; $2,001 to $3,500___; $3,501 to $5,000___; over $5,000___.

Other pertinent information about student (include standardized test scores)____

____

____

Your school-community's distance from nearest college: (Please check) Less than 20 miles___;21 to 40___; over 40 miles____

APPENDIX C

INTERVIEW GUIDE SHEET FOR SCHOOL OFFICIALS

There are several of us in the School of Education at Indiana University who are interested in determining why some of our cpable high school graduates do not continue with their education. You probably remember that about a year ago you provided Dean Wright and Professor Jung with information relative to the upper 10 per cent of the 1955 graduating class, and recently you have been asked to supply similar information about the upper 20 per cent of the 1956 graduates. The study is being made in cooperation with the U.S. Office of Education.

About 3 out of 10 of the upper 10 per cent of that 1955 graduating class did not continue their education, and it is about these youths that we would like to ask you a few questions. What we are really concerned with is the real reason why____(no.) students who graduated in the upper 10 per cent of the class in your school in 1955 did not choose to go on. This information will not be used in any fashion to cause embarrassment to the individual or school. While we are here in your school community, we would like very much to have the opportunity to talk with these young people and at least one parent of each, but before we do there is some information about which we think you or the faculty member who best knew the student can help. You received a brief data sheet regarding the youth a few days ago and we might well start with that. Now regarding

____
(Name)

1. What do you believe to be the real reason for this youth not continuing his education beyond high school?
2. Did he, while in school, seem to be interested in making plans for continuing his education?
3. Did he in any way indicate that he just did not want to continue his education in face of other things (such as earning money, or service) that he preferred to do?
4. Do you think his not continuing beyond high school was due to the necessity for him to contribute to the family income?
5. In your opinion, was cost of further educational training a great factor?
6. Was illness of the youth a factor?
7. Was illness in the family a factor?
8. Do you think that parental attitude toward further educational training acted to hinder him in continuing his education?

9. Did his close friends continue their education?

10. Do you have a college orientation program of some kind in your school?

11. Approximately what is his weekly income?

12. In your opinion, is the school-community attitude toward further schooling a good one--in other words, is going to college a desirable pattern in the community?

13. With regard to the academic part of his high school experience, would you say that he was (1) enthusiastic, (2) interested, (3) mildly interested, or (4) somewhat indifferent?

APPENDIX D

QUESTIONNAIRE SENT TO PARENTS

Several of us at Indiana University have been interested in a study of the 1955 graduating class. We are trying to determine why some of the graduates with good high school records did not continue their education beyond high school. This is a part of a large state-wide survey made in cooperation with the U.S. Office of Education. No reference that could cause embarrassment will be made to individuals. Your son (daughter) had a fine high school record and it would be very helpful to us if you would answer a few questions concerning him (her). Let me assure you that we very much appreciate your help with this study.

1. What do you believe to be the real reason for ________ not continuing his education beyond high school? (name)
2. Had he made plans while he was in school to continue his education?
3. Was he interested in school work?
4. Did he talk over his future plans with you?
5. Was his not going on beyond high school a matter of money?
6. Did you discuss the cost of further education with him?
7. Did his health stand in the way of his continuing his education?
8. Did you want him to continue his education?
9. How many children are there in the family, and what is the order of birth?
10. Are there any other older brothers or sisters who have gone beyond high school?
11. Does he have any close relatives who are college graduates?
12. What grade level did you complete in school? ________ Other parent? ________
13. Did most of his close friends or buddies continue their education beyond high school?
14. Do you think that he would have continued in school if there had been a school in your community?

15. Did you at any time discuss further training for your youngster with the high school authorities?

16. Does he like his present employment?

17. Is he planning to stay in this kind of work?

18. Do you know of any resources in the community that assist youngsters in continuing their education?

APPENDIX E

QUESTIONNAIRE SENT TO STUDENTS

Approach to Students:

Several of us at Indiana University have been interested in a study of the 1955 graduating class. We are trying to determine why some of you with good high school records did not continue your education beyond high school. This is a part of a state-wide survey made in cooperation with the U.S. Office of Education. No reference will be made to individuals that could cause embarrassment. You had a fine high school record and it would be very helpful to us if you would answer a few questions concerning why you did not continue your education. We assure you that we very much appreciate your help with this study.

1. What was the reason that kept you from continuing your education?
2. When did you decide that you were not going on with your education?
3. Did your parents want you to continue?
4. Did you talk this over with your parents?
5. Do you feel that you could have made it financially if you had decided to go ahead?
6. Were you prevented from continuing your education because you were not well?
7. Were things at home such that you felt that you needed to stay and help?
8. Did many of your very close friends continue their education?
9. Did you really want to continue your education?
10. Would you have continued your education if you could have lived at home?
11. Did anyone connected with the high school talk to you about continuing your education?
12. Did they (school officials) want you to go?
13. At what high school grade levels were you informed of further educational opportunities?
14. Did any college representative talk with you about going to college?

15. Are you aware of any community organizations that may assist students to further their education?

16. Are you aware of any scholarships that may have been available to you?

17. Do you think it cost too much for you to continue your education?

18. In what community organizations are your parents active?

19. What is your present job?

20. Do you like your present job?

21. How much do you earn a week?

22. Are you married or planning to be married soon?

23. Would you describe your feeling for the academic phase of high school as (1) enthusiastic, (2) interested, (3) mildly interested, (4) somewhat indifferent?

24. How do you think you would have "gotten along" in the social aspects of college life?

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BULLETINS IN THE FIELD OF EDUCATION
INDIANA UNIVERSITY

The Bulletin of the School of Education, Indiana University, was first published in 1924 and has appeared regularly since that time. A complete list of bulletins may be obtained from the School of Education upon request. The studies included in the present and in the two volumes immediately preceding it in date are listed below. Unless otherwise indicated, these may be obtained for $1 each from the Indiana University Bookstore, Bloomington, Indiana.

Volume 33 (1957)

1. Kapos, Ervin; Mech, Edmund V.; and Fox, William H., Schoolroom Motivation: I. Two Studies of Quantity and Pattern of Verbal Reinforcement as Related to Performance on a Routine Task, 46 pp.
2. Kapos, Ervin; Mech, Edmund V.; and Fox, William H.; Schoolroom Motivation: II. Two Studies of Quantity and Pattern of Verbal Reinforcement as Related to a Measure of Drive on a Routine Task, 42 pp.
3. Rufsvold, Margaret I., and Hart, Adele, Secondary School Library Personnel and Standards in Indiana, 58 pp.
4. Hoppe, Arthur, The Core in Junior High School, 44 pp.
5. Dvorak, Earl A., Review of Research in Business Education, 104 pp.
6. Indiana and Midwest School Building Planning Conference: Proceedings, 50 pp.

Volume 34 (1958)

1. Franzen, Carl G. F., Foreign Language in the Curriculum, 30 pp.
2. Mercille, Margaret G., Undergraduate Workshop in Elementary Education, 40 pp.
3. Strom, Ingrid M., The Role of Literature in the Core Curriculum, 60 pp.
4. Popham, W. James, and Standlee, Lloyd S., Out-of-School Activities and Professional Performance of Teachers, 38 pp.

5. Fay, Leo C., Improving the Teaching of Reading by Teacher Experimentation, 104 pp.

6. Standlee, Lloyd S., and Popham, W. James, Preparation and Performance of Teachers, 48 pp.

Volume 35 (1959)

1. Wright, Wendell W., and Jung, Christian W., Why Capable High School Students Do Not Continue Their Schooling, 78 pp.

Continued Study of "Why Capable High School Students Do Not Continue Their Schooling"

By

Wendell W. Wright and Christian W. Jung

The first and major part of this study was reported in Why Capable High School Students Do Not Continue Their Schooling, by Wendell W. Wright and Christian W. Jung (Bulletin of the School of Education, Indiana University, vol. 35, no. 1, January, 1959).

The continuation of the study is in two parts. The major part consists of an effort to determine what differences might be found between paired cases of students in the upper 10 per cent of their high school graduating classes (Indiana, 1955), one of whom continued schooling beyond the high school while the other did not. The second and minor part of the continuation study involves a sample of the next 10 per cent of these classes to determine whether the reasons established for not continuing their schooling beyond the high school for the upper 10 per cent were any different from those that would have been obtained had the upper 20 per cent of the graduating classes been included in the original study.

In the sample of the additional 10 per cent of the graduating classes little indication was found of any differences from the reasons originally obtained from the upper 10 per cent group. It would be fair to say from the sampling that, had the original study included the upper 20 per cent of the graduating classes, the reasons and conditions given for not continuing schooling would have been very similar to those given by the upper 10 per cent.*

The major phase of the continuation of the study was done by matching a student who continued his schooling beyond the high school with one who did not continue, both students being contained in the upper 10 per cent of the graduating classes of 1955. The pairs were matched in three ways: (1) both students were from the same high school, (2) both were in the upper 10 per cent of the same class, and (3) both were of the same sex. Of the total number it was possible to match with complete information 141 pairs comprised of 74 pairs of girls and 67 pairs of boys. Individual interviews were held with each student, a parent of each student, and the appropriate high school official.

Certain data relative to the families of the students, while not considered as major reasons why youths did or did not continue schooling, will assist and have real meaning in understanding the situations in which the youths found themselves. In every educational aspect of the families studied, the youths who did not continue seemed to be at some disadvantage. Approximately 65 per cent of the fathers of youths who continued had completed at least the twelfth grade, with slightly more than 20 per cent having completed the sixteenth year. On the other hand only approximately 35 per cent of the fathers of youths who did not continue had completed at least the twelfth grade, with slightly less than 3 per cent having completed the sixteenth grade. The grade levels completed by the mothers were similar to those of the fathers, with approximately 74 per cent of the mothers of youths who continued having completed at least the twelfth grade as compared with approximately 38 per cent of the mothers of youths who did not continue. It is interesting to note that a higher percentage of mothers than of fathers in both groups had completed the twelfth grade level.

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*Due to the absence from the country of one of the writers for several years and the unfortunate death of the other, the supporting data for this phase of the study have been misplaced or lost. Hence the data are not shown in the tabulation of raw data. It is, however, clearly within the memory of the remaining writer that the statement relative to there being no differences between the upper 10 per cent group and the upper 20 per cent group is fair and proper.

Youths who continued had fewer siblings and were more frequently an only child than youths who did not continue. A slightly higher percentage of the siblings of those youths who continued schooling than of those who did not continue had gone beyond the high school. This was also true of close relatives of the young people studied. Of the youths who continued, slightly over 67 per cent had close relatives who were college graduates; whereas, of the youths who did not continue, slightly over 43 per cent had close relatives who were college graduates.

No doubt the community attitude toward going to college has a part to play in influencing youth, but, since the students were paired from the same communities, there should have been no differences reported in the total percentages concerning community attitude, and none were reported. For both groups the school officials reported that in slightly over 75 per cent of the cases the community attitude toward further schooling was good. There was a marked difference, however, with regard to parental attitude. School officials were of the opinion that, while the attitude of 96.4 per cent of the parents of students who continued was one that would encourage the youths to continue, the attitude of 39 per cent of the parents of those who did not continue acted to hinder their continuing.

In responding to the item of whether of not their parents had wanted them to continue, 97.9 per cent of the students who continued and 78.7 per cent of those who did not continue reported favorably. A high percentage of both parents and students in both groups reported that students had discussed with their parents the matter of continuing schooling; again, however, the percentage was higher for those who continued in school. The parents had discussed further education for their children with school officials in the case of over 55 per cent of the students who continued, and of approximately 20 per cent of those who did not continue.

While the school officials reported that the high schools had college orientation programs in 9 of 10 cases, it is of interest to note that, in making plans while in high school to continue education beyond the high school, 99.3 per cent of those who continued had made plans to continue, while only 39.7 per cent of those who did not continue had made such plans. More than 8 in 10 students who continued discussed the matter of going to college with a college representative; this was true in only 42.6 per cent of the cases of youths who did not continue. Students also reported that high school officials discussed continuing beyond the high school with 91.5 per cent of those who continued and with 75.9 per cent of those who did not. School officials urged the youths to continue in about the same percentages as they had discussed the matter with students.

Of those who continued, 61 per cent made the decision to continue during the ninth grade while, of those not continuing, almost 50 per cent made the decision not to continue during the twelfth grade, with 36.2 per cent indicating grades other than grades 9 through 12. It was the opinion of the researchers that many youths who did not continue actually never seriously considered whether to go or not to go. In both groups the majority of close friends of the youths seemed to be in agreement with the youths in going or not going beyond the high school, although the agreement was not so pronounced in the group not continuing in school.

Students who continued beyond the high school participated in a greater number of student activities while in high school. School officials believed more of them to be enthusiastic regarding their school experience. In the opinion of school officials more youths were believed to be favorably inclined toward school work than the students themselves reported.

Marriage, particularly for the girls, has proved itself of major concern in most studies of the drop-outs between high school and college, and this was also true in the original portion of this study. In comparing the two groups it was found that only 16.3 per cent of the group who continued in school were married or planning to be married soon, with girls accounting for 3½ times as many cases as boys, while 54 per cent of those who did not continue schooling were either married or planning to be married soon.

The desire to continue schooling was another factor believed to be of major importance. The school officials reported that, while more than 9 in 10 of the youths who continued gave evidence while in school that they wanted to continue, only 2 in 3 of those who did not continue gave such evidence. One hundred per cent of the students who continued reported to the interviewers that they wanted to continue beyond the high school, while more than 50 per cent of the students who did not continue reported that they did not want to continue. It is granted that some of the 50 per cent may have used this as a way to conceal the real causes, but there is no doubt that a sizable portion of the youths who did not continue simply did not want to continue their schooling beyond the high school.

That finances play an important role in whether or not a youth will continue education beyond the high school is not questioned by writers in the field. In the original study the researchers reported that the cost of further education was considered to be a "great factor in the failure of approximately one third to one half of the students to continue their schooling." In comparing the two groups several items of a financial nature were used and reported by school officials, students, and parents. The annual income of the family as estimated by the school official was higher in the cases of those who continued in school; 66 per cent of these students were members of a family where the annual income exceeded $5,000, as compared with only 35.5 per cent of the students who did not continue. The school officials reported that in their opinion the fact that the youths had to work to supplement family income was applicable in only a few cases--less than 1 in 10 for those who continued and slightly over 1 in 10 for those who did not continue.

When the school officials were asked whether the cost of education for those who continued was such that the student would have found it difficult, if not impossible to continue without financial help of some kind outside the immediate family, they reported "yes" in 55.3 per cent of the cases. In replying to a similar question (In your opinion was cost of further educational training a great factor?) regarding those who did not continue, "yes" was indicated in 51.8 per cent of the cases. Thus the school officials generally believed that cost was a great factor for both groups in about the same percentages.

The parents in both groups agreed in general with this position except that higher percentages considered the need for assistance to be a great factor. In 61 per cent of the cases parents of those who continued reported that financial assistance outside the immediate family would be needed; while in 64.6 per cent of the cases parents of those who did not continue reported that the youths were not going on to school because of lack of money. The interesting point is that parents of those who continued reported the need for financial help in approximately the same percentages as did parents of those who did not continue. In spite of the annual income differential, school officials and parents were in agreement that cost was a factor for both groups.

More than three times as many parents and more than twice as many students of the group that continued knew of community resources that might provide financial assistance. More students who continued than of those who did not continue knew about available scholarships. One wonders whether this lack of knowledge of such resources cannot be attributed in part to indifference, since the information apparently was available for the asking.

Of the students who continued, 92.2 per cent were being financed to some extent by their immediate family; 78 per cent said that their own employment was a source of money; 54.6 per cent indicated scholarships as a source of money enabling them to continue; and 7.1 per cent indicated loans as a financial resource.

Of the students who continued, approximately 24 per cent were attending colleges in their home community. When the question "Do you think he would have continued if there had been a school in his community?" was asked of the parents of those who did not continue, 27.7 per cent answered "yes" and 72.3 per cent replied "no." This coincides with other evidence that approximately 25 per cent of the students attend college in their own community and 75 per cent go outside their own community.

In general, the findings of this study may be summarized as follows:

1. Students who continued their education beyond the high school generally came from a family environment which seemingly gave them distinct advantages over those who did not continue.

    a. Both mothers and fathers had completed a higher grade level in school.

   - b. More older brothers and sisters had continued their education.
   - c. More close relatives had graduated from college.
   - d. More of them received parental encouragement to continue.
   - e. More parents knew of available resources and had conferred with school officials relative to college education for their children.
   - f. The annual income of the family was greater.

2. In general, the guidance activities of the schools oriented toward college seemed to favor or at least be more effective for those who continued.

3. A greater interest in school work and in the activities program was displayed by the group that continued.

4. A significantly smaller number of those who continued were married or planned to be married soon.

5. A noticeable difference existed between the groups as to their (the students') desire to continue their education beyond the high school, with those who continued in almost 100 per cent of the cases desiring to continue.

6. Although the annual income of the family was relatively high for those who continued, the need for financial assistance as reported by school officials and parents was the same for both groups. Those who continued had a far greater knowledge of available resources than did the students who failed to continue.

7. A high percentage of those who continued used multiple financial resources to enable them to stay in school, i.e., family resources, self employment, and scholarships, and, in a small number of cases, loans.

TABULATION OF RAW DATA

I. As Reported by School Officials

1. Approximate yearly income of parents

	Students Who Continued				Students Who Did Not Continue			
Annual Income	B	G	Total	%-Age	B	G	Total	%-Age
2000 and under	1	2	3	2.1	2	2	4	2.8
2001-3500	5	3	8	5.7	7	8	15	10.6
3501-5000	19	17	36	25.5	31	21	52	36.9
5001 and over	42	51	93	66.0	22	28	50	35.5
Other	0	1	1	.7	5	15	20	14.2
Total	67	74	141	100.0	67	74	141	100.0

2. Was it necessary for student to contribute to family income?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	4	5	9	6.4	10	6	16	11.3
No	63	69	132	93.6	57	68	125	88.6
Total	67	74	141	100.0	67	74	141	99.9

3. Was the cost of further education such that without financial help of some kind outside the immediate family, the student would have found it difficult, if not impossible, to continue?

In your opinion, was cost of further educational training a great factor?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	40	38	78	55.3	45	28	73	51.8
No	27	36	63	44.7	22	46	68	48.2
Total	67	74	141	100.0	67	74	141	100.0

4. Do you think that parental attitude toward further educational training acted to encourage student in continuing his education?

Do you think that parental attitude toward further educational training acted to hinder student in continuing his education?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	64	72	136	96.4	18	37	55	39.0
No	3	2	5	3.5	49	37	86	61.0
Total	67	74	141	99.9	67	74	141	100.0

5. Student's attitude toward high school experience

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Enthusiastic	48	54	102	72.3	16	37	53	37.6
Interested	17	20	37	26.2	34	30	64	45.4
Mildly Interested	2	0	2	1.4	13	5	18	12.8
Indifferent	0	0	0	00.0	4	2	6	4.2
Total	67	74	141	99.9	67	74	141	100.0

6. Did student's close friends continue in school?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	53	57	110	78.0	20	38	58	41.1
No	11	13	24	17.0	44	35	79	56.0
Other	3	4	7	5.0	3	1	4	2.8
Total	67	74	141	100.0	67	74	141	99.9

7. Did student indicate he did want to continue in face of other things?

Did student indicate he did not want to continue in face of other things?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	62	70	132	93.6	21	71	92	65.2
No	5	4	9	6.4	46	3	49	34.8
Total	67	74	141	100.0	67	74	141	100.0

8. Was the school-community attitude toward further schooling good?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	49	57	106	75.2	48	58	106	75.2
No	18	17	35	24.8	19	16	35	24.8
Total	67	74	141	100.0	67	74	141	100.0

9. **Number of activities in which student participated**

	Students Who Continued				Students Who Did Not Continue			
Number of Activities	**B**	**G**	**Total**	**%-Age**	**B**	**G**	**Total**	**%-Age**
0	6	3	9	6.4	10	10	20	14.2
1	8	2	10	7.1	15	13	28	19.8
2	6	3	9	6.4	18	13	31	22.0
3	13	12	25	17.7	13	15	28	19.9
4	14	11	25	17.7	3	8	11	7.8
5	9	22	31	22.0	5	8	13	9.2
6	9	13	22	15.6	2	5	7	5.0
7	1	5	6	4.3	1	2	3	2.1
8	1	2	3	2.1	0	0	0	00.0
9	0	1	1	.7	0	0	0	00.0
Total	67	74	141	100.0	67	74	141	100.0

10. **Did the high school have a college orientation program?**

	Students Who Continued				Students Who Did Not Continue			
	B	**G**	**Total**	**%-Age**	**B**	**G**	**Total**	**%-Age**
Yes	58	65	123	87.2	57	70	127	90.1
No	9	9	18	12.8	10	4	14	9.9
Total	67	74	141	100.0	67	74	141	100.0

II. As Reported by Students

1. Was immediate family a source of money that enabled you (student) to continue?

	Students Who Continued			
	B	G	Total	%-Age
Yes	59	71	130	92.2
No	8	3	11	7.8
Total	67	74	141	100.0

2. Was student employment a source of money that enabled you (student) to continue?

	Students Who Continued			
	B	G	Total	%-Age
Yes	64	46	110	78.0
No	3	28	31	22.0
Total	67	74	141	100.0

3. Were scholarships a source of money that enabled you (student) to continue?

	Students Who Continued			
	B	G	Total	%-Age
Yes	30	47	77	54.6
No	37	27	64	45.4
Total	67	74	141	100.0

4. **Were loans a source of money that enabled you (student) to continue?**

	Students Who Continued			
	B	**G**	**Total**	**%-Age**
Yes	4	6	10	7.1
No	63	68	131	92.9
Total	67	74	141	100.0

5. **Were you (student) aware of scholarships available?**

	Students Who Continued				Students Who Did Not Continue			
	B	**G**	**Total**	**%-Age**	**B**	**G**	**Total**	**%-Age**
Yes	62	72	134	95.0	37	32	69	48.9
No	5	2	7	5.0	30	42	72	51.1
Total	67	74	141	100.0	67	74	141	100.0

6. **Were you (student) aware of community organization that would have helped you?**

	Students Who Continued				Students Who Did Not Continue			
	B	**G**	**Total**	**%-Age**	**B**	**G**	**Total**	**%-Age**
Yes	48	62	110	78.0	23	23	46	32.6
No	19	12	31	22.0	44	51	95	67.4
Total	67	74	141	100.0	67	74	141	100.0

7. At what high school grade level were you (student) told of further educational opportunities?

	Students Who Continued				Students Who Did Not Continue			
Grade	**B**	**G**	**Total**	**%-Age**	**B**	**G**	**Total**	**%-Age**
Ninth	15	21	36	25.5	26	10	36	25.5
Tenth	5	6	11	7.8	10	3	13	9.2
Eleventh	14	13	27	19.1	16	3	19	13.5
Twelfth	8	13	21	14.9	6	23	29	20.6
Other	25	21	46	32.6	9	32	44	31.2
Total	67	74	141	99.9	67	74	141	100.0

8. When did you decide that you were going on with your education?

When did you decide that you were not going on with your education?

	Students Who Continued				Students Who Did Not Continue			
Grade	**B**	**G**	**Total**	**%-Age**	**B**	**G**	**Total**	**%-Age**
Ninth	44	42	86	61.0	3	2	5	3.6
Tenth	2	9	11	7.8	3	2	5	3.6
Eleventh	6	11	17	12.1	7	5	12	8.5
Twelfth	11	11	22	15.6	27	40	67	47.5
Other	4	1	5	3.5	25	27	52	36.2
Total	67	74	141	100.0	67	74	141	99.4

9. Did any college representative talk to you about going to college?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	57	64	121	85.8	30	30	60	42.6
No	10	10	20	14.2	37	44	81	57.4
Total	67	74	141	100.0	67	74	141	100.0

10. Are you married or planning marriage soon?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	5	18	23	16.3	27	49	76	54.0
No	62	56	118	83.7	40	25	65	46.0
Total	67	74	141	100.0	67	74	141	100.0

11. Your feeling for high school experience

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Enthusiastic	16	42	58	41.1	15	32	47	33.3
Interested	39	31	70	49.7	44	39	83	58.9
Mildly Interested	10	1	11	7.8	6	3	9	6.4
Indifferent	2	0	2	1.4	2	0	2	1.4
Total	67	74	141	100.0	67	74	141	100.0

12. Did your parents want you to continue?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	66	72	138	97.9	55	56	111	78.7
No	1	2	3	2.1	12	18	30	21.2
Total	67	74	141	100.0	67	74	141	99.9

13. Did you talk it over with parents?

	Students Who Continued				Students Who Did not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	66	74	140	99.3	45	69	114	80.9
No	1	0	1	.7	22	5	27	19.1
Total	67	74	141	100.0	67	74	141	100.0

14. Did anyone connected with high school talk to you about continuing?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	62	67	129	91.5	49	58	107	75.9
No	5	7	12	8.5	18	16	34	24.1
Total	67	74	141	100.0	67	74	141	100.0

15. Did the school official want you to go?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	60	67	127	90.1	51	56	107	75.9
No	1	0	1	.7	3	18	21	14.9
Other	6	7	13	9.2	13	0	13	9.2
Total	67	74	141	100.0	67	74	141	100.0

16. Did many of your close friends continue?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	49	53	102	72.3	31	38	69	48.9
No	18	21	39	27.7	36	36	72	51.1
Total	67	74	141	100.0	67	74	141	100.0

17. Did you really want to continue?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	67	74	141	100.0	39	28	67	47.5
No	0	0	0	00.0	28	46	74	52.5
Total	67	74	141	100.0	67	74	141	100.0

III. As Reported by Parents

1. Is it necessary that some financial assistance be made available to this student from sources outside the immediate family--such as scholarships, loans, or student employment?

Was his not going on to school a matter of money?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	45	41	86	61.0	56	35	91	64.6
No	22	33	55	39.0	11	39	50	35.4
Total	67	74	141	100.0	67	74	141	100.0

2. Had the student made plans while in high school to continue?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	66	74	140	99.3	35	21	56	39.7
No	1	0	1	.7	32	53	85	60.3
Total	67	74	141	100.0	67	74	141	100.0

3. Did you (parents) discuss the cost of further education with him?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	52	60	112	79.4	28	68	96	68.1
No	15	14	29	20.6	39	6	45	31.9
Total	67	74	141	100.0	67	74	141	100.0

4. Do you (parents) know of community resources that assist youngsters?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	39	55	94	66.7	15	14	29	20.5
No	28	19	47	33.3	52	60	112	79.4
Total	67	74	141	100.0	67	74	141	99.9

5. Did you (parents) discuss further education with high school authorities?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	40	38	78	55.3	16	12	28	19.9
No	27	36	63	44.7	51	62	113	80.1
Total	67	74	141	100.0	67	74	141	100.0

6. Did he (student) talk over his future plans with you?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	61	71	132	93.6	38	68	106	75.2
No	6	3	9	6.4	29	6	35	24.8
Total	67	74	141	100.0	67	74	141	100.0

7. Were any close relatives college graduates?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	43	52	95	67.3	26	35	61	43.3
No	24	22	46	32.6	41	39	80	56.7
Total	67	74	141	99.9	67	74	141	100.0

8. Were there older brothers or sisters who went beyond high school?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	16	21	37	26.2	17	13	30	21.3
No	7	9	16	11.4	28	27	55	39.0
Others	44	44	88	62.4	22	34	56	39.7
Total	67	74	141	100.0	67	74	141	100.0

9. Grade level completed by mother

Grade	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Eighth	8	10	18	12.8	30	25	55	39.0
Ninth	0	4	4	2.9	4	4	8	5.7
Tenth	2	8	10	7.1	6	11	17	12.1
Eleventh	2	2	4	2.8	2	5	7	5.0
Twelfth	31	33	64	45.3	22	21	43	30.5
Thirteenth	4	5	9	6.4	1	0	1	.7
Fourteenth	8	2	10	7.1	0	5	5	3.5
Fifteenth	5	3	8	5.7	0	0	0	0.0
Sixteenth	7	7	14	9.9	2	3	5	3.5
Total	67	74	141	100.0	67	74	141	100.0

10. Grade level completed by father

Grade	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Eighth	12	16	28	19.8	26	29	55	39.0
Ninth	5	2	7	5.0	7	1	8	5.7
Tenth	5	8	13	9.2	9	10	19	13.5
Eleventh	0	1	1	.7	5	4	9	6.4
Twelfth	23	21	44	31.2	15	21	36	25.5
Thirteenth	5	5	10	7.1	1	3	4	2.8
Fourteenth	3	6	9	6.4	1	4	5	3.5
Fifteenth	0	0	0	0.0	1	0	1	.7
Sixteenth	14	15	29	20.6	1	1	2	1.4
Other	0	0	0	0.0	1	1	2	1.4
Total	67	74	141	100.0	67	74	141	99.9

11. Number of children in family

Number of Children	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
One	15	13	28	19.9	0	6	6	4.3
Two	22	24	46	32.6	10	19	29	20.6
Three	15	19	34	24.1	17	19	36	25.5
Four	9	8	17	12.1	16	15	31	22.0
Five	4	2	6	4.3	9	6	15	10.6
Six	2	3	5	3.5	6	3	9	6.4
Seven	0	2	2	1.4	5	2	7	5.0
Eight	0	1	1	.7	1	3	4	2.8
Nine or more	0	2	2	1.4	3	1	4	2.8
Total	67	74	141	100.0	67	74	141	100.0

12. Was he (student) interested in his school work?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	67	74	141	100.0	62	73	135	95.7
No	0	0	0	00.0	5	1	6	4.3
Total	67	74	141	100.0	67	74	141	100.0

13. Is he (student) attending school in his home community?

Do you think he (student) would have continued if there had been a school in his community?

	Students Who Continued				Students Who Did Not Continue			
	B	G	Total	%-Age	B	G	Total	%-Age
Yes	17	17	34	24.1	27	12	39	27.7
No	50	57	107	75.9	40	62	102	72.3
Total	67	74	141	100.0	67	74	141	100.0